

DOCUMENT RESUME

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ABSTRACT

Presented in this teacher's guide for grades seven through nine are lesson plans and ideas for integrating art and environmental education. Each lesson originates with a fundamental concept pertaining to the environment and states, in addition, its discipline area, subject area, and problem orientation. Following this, behavioral objectives and suggested learning experiences are outlined. Behavioral objectives include cognitive and affective objectives and skills to be learned, while learning experiences list student-centered in-class activities and outside resource and community activities. Space is provided for teachers to note resource and reference materials--publications, audio-visual aids, and community resources. The guides are supplementary in nature and the lessons or episodes are designed to be placed in existing course content at appropriate times. This work was prepared under an ESEA Title III contract for Project I-C-E (Instruction-Curriculum-Environment). (BL)

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Project I - C - E

INSTRUCTION - CURRICULUM - ENVIRONMENT

A SUPPLEMENTARY PROGRAM FOR ENVIRONMENTAL EDUCATION

DISCIPLINE AREA Art

GRADE 7-9

Produced under Title III E.S.E.A.
PROJECT I-C-E
Serving Schools in CESA's 3-8-9
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INSTRUCTION - CURRICULUM - ENVIRONMENT

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GRADE 7-9

E.S.E.A.

3-8-9

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PREFACE

"Oikos" for house is the Greek origin of the term "ecology" studies our house--whatever or wherever it may be. Like an u expand or contract to fit many ranges--natural and man-made. environments, our many "houses" if we omit rancor and cite lo complexities. Our "oikos" uses the insights of all subjects. multidisciplinary program like ours necessarily results. Als a long time, our program ranges K thru 12. The environment m values. These values have their origin in the "oikos" of our minds. Let us become masters of our house by replacing the G with "Know thyself and thine house."

1. Written and designed by your fellow teachers, this guide i to fit appropriately into existing, logical course content
2. Each page or episode offers suggestions. Knowing your stu to adapt or adopt. Limitless chances are here for your ex Many episodes are self contained, some open-minded, still developed over a few days.
3. Try these episodes, but please pre-plan. Why? Simply, no and no curriculum will work unless viewed in the context o
4. React to this guide with scratch ideas and notes on the ep
5. After using an episode, fill out the attached evaluation f duplicate, or request more of these forms. Send them sing
We sincerely want your reactions or suggestions--negative evaluations are the key in telling us "what works" and in the guides.

TERMS AND ABBREVIATIONS

ICE RMC is Project ICE Resource Materials Center serving al school districts in CESA 3, 8, and 9. Check the Project ICE resources. Our address and phone number is on this guide's c or call us for any materials or help.

BAVI is Bureau of Audio Visual Instruction, 1327 University Madison, Wisconsin 53701 (Phone: 608-262-1644).

Cognitive means a measurable mental skill, ability, or proc
Affective refers to student attitudes, values, and feelings

PREFACE

For house is the Greek origin of the term "ecology". Environmental education is our house--whatever or wherever it may be. Like an umbrella, our house can contract to fit many ranges--natural and man-made. We can add quality to our houses, our many "houses" if we omit rancor and cite long range gains, costs, and values. Our "oikos" uses the insights of all subjects. Thus, a rational, positive, disciplinary program like ours necessarily results. Also, since attitudes grow over time, our program ranges K thru 12. The environment mirrors our attitudes or values. These values have their origin in the "oikos" of our collective and individual lives. Let us become masters of our house by replacing the Greek adage of "Know thyself and thine house."

and designed by your fellow teachers, this guide is supplementary in nature--appropriately into existing, logical course content. Each episode or episode offers suggestions. Knowing your students best, you decide what to use or adopt. Limitless chances are here for your experimentation and usage. Episodes are self contained, some open-minded, still others can be changed or added over a few days. Use the episodes, but please pre-plan. Why? Simply, no guide has all the answers, no curriculum will work unless viewed in the context of your students. Use this guide with scratch ideas and notes on the episode pages. When using an episode, fill out the attached evaluation form in the back. Use, modify, or request more of these forms. Send them singly or collectively to us. We really want your reactions or suggestions--negative and positive. Your responses are the key in telling us "what works" and in aiding our revisions of future editions.

ABBREVIATIONS

s Project ICE Resource Materials Center serving all public and non-public schools in CESA 3, 8, and 9. Check the Project ICE Bibliography of available materials. Our address and phone number is on this guide's cover. Feel free to write for any materials or help. Bureau of Audio Visual Instruction, 1327 University Avenue, P. C. Box 2093, Madison, Wisconsin 53701 (Phone: 608-262-1644). Knowledge means a measurable mental skill, ability, or process based on factual data. Attitudes refers to student attitudes, values, and feelings.

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CESA #3

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Mary Smith, Green Bay
Carol Trimberger, Kewaunee
Mary Wadzinski, How.-Suam.

SUGGESTED ART ACTIVITIES FOR OUTSIDE EXP

- | | |
|--|--|
| 1. Draw impressions of noises with eyes closed | 17. Detailed bi |
| 2. Field trips - drawing | 18. Microscopic |
| 3. Effect of light and shadow | 19. Mathematics |
| 4. Design elements--shapes, line textures | 20. Music & vis
music show |
| 5. Texture studies | 21. Mobiles - u |
| 6. Line & repeat patterns (studies) | WINTER - SEASON |
| 7. Architecture & building studies (bridge) | 1. Snow sculpt |
| 8. Landscaping problems | 2. Snowflake p |
| 9. Tree stumps - design piece of furniture from particular stump | 3. Black & whi
photography |
| 10. Perspective studies | 4. What's Happ
(winter tre |
| 11. Camouflage building (out of available elements) | 5. Study ice f |
| 12. Time & motion studies (swings, playground equipment, etc.) | 6. Contrast of |
| 13. Colors of nature - variations of color in a familiar object | 7. Tree sculpt |
| 14. Draw objects from a different point of view | 8. Collage wit
environment |
| 15. Photographic studies | 9. Angels in t
man-made sn |
| 16. Creative writing & dramatics | 10. Leaves turn
unnatural c
(could be u
color lesso |

SUGGESTED ART ACTIVITIES FOR OUTSIDE EXPERIENCES

noises with eyes

17. Detailed biological drawings

18. Microscopic drawings

shadow

19. Mathematics - architecture

pes, line textures

20. Music & visual expressions - slide, music show

21. Mobiles - using found objects

ns (studies)

WINTER - SEASONAL IDEAS

ing studies (bridge)

1. Snow sculptures

piece of furniture

2. Snowflake patterns

phy

3. Black & white (high contrast) photography

(out of available elements)

4. What's Happening Under The Snow (winter tree shapes)

s (swings, playground equipment, etc.)

5. Study ice formations

variations of color

6. Contrast of winter colors

different point of

7. Tree sculptures (personifying)

8. Collage without harming environment

9. Angels in the snow or other man-made snow patterns

ramatics

10. Leaves turning color in fall - unnatural colors for trees (could be used with a painting or color lesson)

REFERENCES

Films - General

Art and Perception: Learning to See, 16 3/4 min., color, elementary

Art in Our World, 11 min., color, Jr.-Sr. high

Art Discovered in Nature, 11 min., color, primary/elementary

Changing Art In a Changing World, 21 min., color, elementary/

Ideas for Art, 10 min., color, elementary

Look At That!, 10 1/2 min., color, primary/elementary

Sources of Art, 11 min., color, elementary/Jr.-Sr. high

B. F. A. Educational Media, 2211 Michigan Avenue, Santa

May be available for rental from:

University of Wisconsin

Bureau of Audio-Visual Instruction

1327 University Avenue

Madison, Wisconsin 53701

Books - General (to be used in conjunction with episodes)

A Dictionary of Art Terms and Techniques, Mayer Ralph, Thomas
York, 1969.

The Art of Color and Design, Graves Maitland E., McGraw-Hill

Mayer, Ralph, The Artist's Handbook of Materials and Techniques
New York.

Maurello S. Ralph, Commercial Art Techniques, Tudor Pub. Co.,

Menesini, Mario M., The Environmental School, Educational Cons
Crinda, California, 1970.

REFERENCES

Learning to See, 16 3/4 min., color, elementary/Jr.-Sr. high

in., color, Jr.-Sr. high

ry re, 11 min., color, primary/elementary

ry/ing World, 21 min., color, elementary/Jr.-Sr. high

, color, elementary

, color, primary/elementary

, color, elementary/Jr.-Sr. high

ta al Media, 2211 Michigan Avenue, Santa Monica, Calif. 90404.

For rental from:

Wisconsin

Visual Instruction

Avenue

sin 53701

used in conjunction with episodes)

mas rms and Techniques, Mayer Ralph, Thomas Y. Crowel Co., New

ll Design, Graves Maitland E., McGraw-Hill Book Co., New York.

ique et's Handbook of Materials and Techniques, 3rd ed., Viking Press,

p., Commercial Art Techniques, Tudor Pub. Co., New York, 1952.

Cons e Environmental School, Educational Consulting Service,
970.

C	<u>1. Energy from the sun, the basic</u>	Discipl
O	<u>source of all energy, is converted</u>	Subject
N	<u>through plant photosynthesis into a</u>	Problem
C	<u>form all living things can use for</u>	
E	<u>life processes.</u>	
P		
T		

BEHAVIORAL OBJECTIVES

Cognitive: The student will analyze staged effects of the sun on animate and inanimate objects.

Affective: The student will acquaint himself with the sequence of sun-centered activities.

Skills to be Learned

Drawing

1. Pencil
2. Charcoal
3. Oil pastels

Water colors could be used as an alternate activity

I. Student-Centered in activity

A. How does the sun things?

1. Example: shape
2. Students should drawing in sta particular thin the sun.
3. Example: The m of a snowflake wilting of a f the growth of

ESEA Title III - 59-70-0135-2 Project I-C-E

the sun, the basic Discipline Area Art
 energy, is converted Subject Drawing
 photosynthesis into a Problem Orientation Sun Energy Grade 7-8
 things can use for

TIVES	SUGGESTED LEARNING EXPERIENCES	
ent on te	I. Student-Centered in class activity A. How does the sun change things? 1. Example: shape - color 2. Students should do a drawing in stages of a particular thing made by the sun. 3. Example: The melting of a snowflake, the wilting of a flower, the growth of a flower.	II. Outside Resource and Community Activities
ent lf f ties. d be used tivity		

Resource and Reference Materials Publications:	Continued and Additional
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Audio-Visual:
"Nature's Half Acre" #220
I-C-E RMC

Community:

Materials	Continued and Additional Suggested Learning Experiences
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ESEA Title III - 59-70-0135-2 Project I-C-E

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1. Energy from the sun, the basic source of all energy, is converted through plant photosynthesis into a form all living things can use for life processes.

Discipline Area Art
Subject Graphic
Problem Orientation Student

BEHAVIORAL OBJECTIVES

Cognitive: The student will organize his ideas about the sun to produce a unique communication.

Affective: Students are willing to express personal feelings concerning their relationship to the sun.

Skills to be Learned
Cut and paste
Aesthetically combine pictures on a page to make a communication

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

A. Montage using the theme: "Sun is Happiness",
Happiness is the Sun".

1. This montage could be done on a surface shaped like their favorite stylized sun.

II.

rt the basic Discipline Area Art
raph converted Subject Graphics
Sunesis into a Problem Orientation Sun Energy Grade 7-8
can use for

SUGGESTED LEARNING EXPERIENCES			
NG II.	<table><tr><td>I. Student-Centered in class activity A. Montage using the theme: "Sun is Happiness", Happiness is the Sun". 1. This montage could be done on a surface shaped like their favorite stylized sun.</td><td>II. Outside Resource and Community Activities</td></tr></table>	I. Student-Centered in class activity A. Montage using the theme: "Sun is Happiness", Happiness is the Sun". 1. This montage could be done on a surface shaped like their favorite stylized sun.	II. Outside Resource and Community Activities
I. Student-Centered in class activity A. Montage using the theme: "Sun is Happiness", Happiness is the Sun". 1. This montage could be done on a surface shaped like their favorite stylized sun.	II. Outside Resource and Community Activities		

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ESEA Title III - 59-70-0135-2 Project I-C-E

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O source of all energy, is converted
N
C through plant photosynthesis into a
E
P form all living things can use for
T life processes.

Discipline Area

Subject

Problem Orientation

BEHAVIORAL OBJECTIVES

SUGGESTED LE

Cognitive: The student will devise a plan to create an object which reproduces the characteristics of the sun.

Affective: The student believes in the importance of the sun.

Skills to be Learned
Various construction techniques, depending upon the media used

I. Student-Centered in class activity

A. Sun Machine

1. Students should create through construction techniques, a machine that could take the place of the sun.
2. The sun machine must move, heat, light, etc.
3. Various media restriction can be placed on the students.

from the sun, the basic
 all energy, is converted
 at photosynthesis into a
 ving things can use for
 ses.

Discipline Area Art
 Subject Sculpture
 Problem Orientation Essential Sunlight & its Qualities Grade 7-8

OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
student will to create an reproduces the of the sun. student importance	I. Student-Centered in class activity A. Sun Machine 1. Students should create, through construction techniques, a machine that could take the place of the sun. 2. The sun machine must move, heat, light, etc. 3. Various media restrictions can be placed on the students.	II. Outside Resource and Community Activities A. Science teacher could be used as a resource person.
learned action depending used		

Resource and Reference Materials	Continued and Additional Suggested
<u>Publications:</u> "Creative Uses of Scrap Materials", R. G. Lervie <u>School Arts</u> , p. 11, Feb. '70 "Invent a machine", M. A. Burke, <u>Arts & Activities</u> , p. 29, D. '69 "Sculpture can be fun", H. L. <u>School Arts</u> , 70:28-9 Oct. '70 "Making it in 3-D", Ed. Stern, <u>School Arts</u> , 71:10-13 O '71	
<u>Audio-Visual:</u> "Our Mr. Sun", Bell Telephone Series	
<u>Community:</u>	

sted als Continued and Additional Suggested Learning Experiences

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C O N C E P T	1. <u>Energy from the sun, the basic</u>	Discipline Area	<u>Art</u>
	<u>source of all energy, is converted</u>	Subject	<u>Sculpture</u>
	<u>through plant photosynthesis into</u>	Problem Orientation	<u>Artistic from Natural Objects</u>
	<u>a form all living things can use for</u>		
	<u>life processes.</u>		

ESEA Title III - 59-70-0135-2 Project I-C-E	BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
	Cognitive: The student will recognize visual characteristics of the sun by creating a sun sculpture.	I. Student-Centered in class activity	II. Outside
	Affective: The student will become conscious of visual characteristics of the sun.	A. Relief Sculpture	Comm
	Skills to be Learned Possibly paper mache construction attaching 3-D pieces	1. An enclosed 2" box can be used as a base for the sculpture. The box represents the sun. 2. Student creates rays of the sun by attaching appendages of their own <u>unique</u> design.	A. Bo pr ta mi ou th ra ra

TEACHING ACTIVITIES	SUGGESTED LEARNING EXPERIENCES	
<p>Outsident ommunal . Before phen ta ma outent thas raistics ra</p> <hr/> <p>ing</p>	<p>I. Student-Centered in class activity</p> <p>A. Relief Sculpture</p> <ol style="list-style-type: none"> 1. An enclosed 2" box can be used as a base for the sculpture. The box represents the sun. 2. Student creates rays of the sun by attaching appendages of their own <u>unique</u> design. 	<p>II. Outside Resource and Community Activities</p> <p>A. Before doing the project suggested, take a quick 15 minutes and walk outside to study the effects and range of the sun's rays.</p>

Resource and Reference Materials	Continued and Additional Suggested L
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<u>Publications:</u>	
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"Childrens Sculpture", J. W. Burgner, <u>School Arts</u> , 71:42-4 O '71	
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<u>Audio-Visual:</u>	
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"Our Mr. Sun" - Bell Telephone Series	
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<u>Community:</u>	
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Materials	Continued and Additional Suggested Learning Experiences
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W. Burgner, 71	
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One Series	
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C O N C E P T	1. Energy from the sun, the basic	Discipline Area	Art
	source of all energy, is converted	Subject	Sculpt
	through plant photosynthesis into a	Problem Orientation	Nat
	form all living things can use for		Mat
	life processes.		
BEHAVIORAL OBJECTIVES		SUGGESTED LEARNING EX	
ESEA Title III - 59-70-0135-2 Project I-C-E	Cognitive: The student will apply principles of telling time by the sun in the construction of a sun dial.	I. Student-Centered in class activity A. Construct a sundial. 1. Sundials could be built of wood and paper mache. 2. It should be covered with a fiberglass resin so it can be used outside. 3. This could be a permanent contribution to the school.	
	Affective: The student will actively participate in a function of the sun.		
	Skills to be Learned Paper mache techniques Various construction techniques using 1. Wood 2. Nails, staples 3. Fiber board 3-D designs		

t energy from the sun, the basic Discipline Area Art
 ulpt of all energy, is converted Subject Sculpture
 Nat plant photosynthesis into a Problem Orientation Natural Art
 Mat Materials Grade 7-8

all living things can use for
 processes.

GENERAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
<p>The student will principles of telling the sun in the tion of a sun dial.</p> <p>The student will participate in a of the sun.</p>	<p>I. Student-Centered in class activity</p> <p>A. Construct a sundial.</p> <ol style="list-style-type: none"> 1. Sundials could be built of wood and paper mache. 2. It should be covered with a fiberglass resin so it can be used outside. 3. This could be a permanent contribution to the school. 	<p>II. Outside Resource and Community Activities</p> <p>A. Students should make some studeies of commercial sundials and how they are built and should also learn how to read a sundial so they understand the mechanics of it.</p>
<p>be Learned</p> <p>the techniques onstruction es using</p> <p>staples board ns</p>		

Resource and Reference Materials	Continued and Additional Suggest
<p data-bbox="552 906 809 941"><u>Publications:</u></p> <p data-bbox="580 941 1142 1034">"Paper mache' bowls and boxes", S. Grasezow, <u>School Arts</u>, 71:26 March '72</p> <p data-bbox="580 1034 1142 1127">"All the way with paper mache" <u>Arts & Activities</u>, 68:10-12 Dec. '72</p> <p data-bbox="552 1394 809 1429"><u>Audio-Visual:</u></p> <p data-bbox="552 1754 752 1789"><u>Community:</u></p>	

Suggested Materials	Continued and Additional Suggested Learning Experiences
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Arts,

per maché"
68:10-12

C	<u>1. Energy from the sun, the basic</u>	Discipline Area	<u>Art</u>
O	<u>source of all energy, is converted</u>	Subject	<u>Stitchery, Mos</u>
N	<u>through plant photosynthesis into a</u>	Problem Orientation	<u>Sun Designs</u>
C	<u>form all living things can use for</u>		
E	<u>life processes.</u>		
P			
T			

BEHAVIORAL OBJECTIVES

Cognitive: Through the following projects the student will interpret images of the sun.

Affective: The student will acquaint himself with different ways in which the sun can be illustrated.

Skills to be Learned
 Creative stitchery
 Tile mosaic techniques
 Paper mache techniques
 Batik techniques

SUGGESTED LEARNING EXPERIENCES

- I. Student-Centered in class activity
 - A. Sun stitchery
 1. Students use creative stitchery techniques to make sun designs on burlap or felt.
 - B. Tile mosaic
 1. Use small tiles to create a mosaic of the sun.
 - C. Paper mache sun
 1. Pizza cardboards could be used as a base form.
 2. Students construct a facial structure with appendages.
 - D. Batik
 1. Sun design done on fabric with melted wax.
 2. Fabric is then dyed. Areas waxed will not receive dye.
 3. Remove wax.

- II. Outside Community
 - A. Use a graph for sun designs to stimulate
 - B. Students to create the sun

ESEA Title III - 59-70-0135-2 Project I-C-E

sun, the basic Discipline Area Art

, Mos y, is converted Subject Stitchery, Mosaic, Paper Mache'

signs synthesis into a Problem Orientation Sun Designs Batik Grade 7-8

ngs can use for

EXPERIENCES	SUGGESTED LEARNING EXPERIENCES				
<p>tside</p> <p>community</p> <p>Use s</p> <p>graph</p> <p>sun a</p> <p>for s</p> <p>stimu</p> <p>Stude</p> <p>the A</p> <p>Sun C</p>	<table border="1"> <thead> <tr> <th data-bbox="190 1166 875 1205">I. Student-Centered in class activity</th><th data-bbox="875 1166 1418 1205">II. Outside Resource and Community Activities</th></tr> </thead> <tbody> <tr> <td data-bbox="190 1205 875 2162"> <p>A. Sun stitchery</p> <p>1. Students use creative stitchery techniques to make sun designs on burlap or felt.</p> <p>B. Tile mosaic</p> <p>1. Use small tiles to create a mosaic of the sun.</p> <p>C. Paper mache sun</p> <p>1. Pizza cardboards could be used as a base form.</p> <p>2. Students construct a facial structure with appendages.</p> <p>D. Batik</p> <p>1. Sun design done on fabric with melted wax.</p> <p>2. Fabric is then dyed. Areas waxed will not receive dye.</p> <p>3. Remove wax.</p> </td><td data-bbox="875 1205 1418 2162"> <p>A. Use student photographs/slides of the sun and its effects for introduction or stimulus.</p> <p>B. Students can research the Aztec Indian Sun Gods.</p> </td></tr> </tbody> </table>	I. Student-Centered in class activity	II. Outside Resource and Community Activities	<p>A. Sun stitchery</p> <p>1. Students use creative stitchery techniques to make sun designs on burlap or felt.</p> <p>B. Tile mosaic</p> <p>1. Use small tiles to create a mosaic of the sun.</p> <p>C. Paper mache sun</p> <p>1. Pizza cardboards could be used as a base form.</p> <p>2. Students construct a facial structure with appendages.</p> <p>D. Batik</p> <p>1. Sun design done on fabric with melted wax.</p> <p>2. Fabric is then dyed. Areas waxed will not receive dye.</p> <p>3. Remove wax.</p>	<p>A. Use student photographs/slides of the sun and its effects for introduction or stimulus.</p> <p>B. Students can research the Aztec Indian Sun Gods.</p>
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Resource and Reference Materials	Continued and Additional Suggest
<u>Publications:</u> "Sunbursts and papier-maché", D. De La Rosa and D. D. Ebert, <u>School Arts</u> , p. 6-7, June '71 "Batik as a painting technique", A. G. Webb, il., <u>School Arts</u> , 68:6-8 May '69 "Stencil and Stitch", E. Malcolm, <u>Instructor</u> , p. 84, Nov. '71 "AT four and a half: Batik", L. F. Turggs, <u>Instructor</u> , 81:77 April '72 "Batik", J. Dobson, <u>School Arts</u> , 71:16-17 June '72 "Batik with Cold Lyes", J. L. Fonirille, <u>School Arts</u> , 71:60, March '72 "From Cover to Classroom; Batik", D. Bloom, <u>Instructor</u> , 81:76 April '72 "Paper-mache bowls and boxes", S. Grasezow, <u>School Arts</u> , 71:26, March '72 "Add action to your papier-maché", E. Madsen, <u>School Arts</u> , 70:14-15 O '70 "All the way with papier maché", P. T. Danielson, <u>Arts & Activities</u> , 68:10-12 Dec. '72 "Mosiacs: Tiles & Beans", <u>Instructor</u> , 79:93 June '70 "Torn Tissue Becomes Tradition", <u>School Arts</u> , 70:19 Dec. '70 "Floor Tile Mosaics", <u>School Arts</u> 70:14-15 Jan. '71 <u>Audio-Visual:</u> <u>Batik Rediscovered</u> , BAVI (cont.)	A.-V. (cont.) <u>Mosaics for Schools</u> , B. also available from U. <u>Community:</u>

Suggested Reference Materials	Continued and Additional Suggested Learning Experiences
<p>er-maché", D. D. Ebert, 6-7, June '71 g technique", School Arts,</p> <p>"", E. Malcolm, , Nov. '71 :Batik", structor,</p> <p><u>School Arts,</u></p> <p>es", J. L. Arts,</p> <p>room; Batik", tor, 81:76</p> <p>and boxes", ol Arts,</p> <p>papier-maché", Arts,</p> <p>papier maché", Arts & Activities,</p> <p>means", Instructor,</p> <p>s Tradition", 9 Dec. '70 ', <u>School Arts</u></p> <p>BAVI (cont.)</p>	<p>A.-V. (cont.) <u>Mosaics for Schools</u>, B.F.A. also available from U. of Wis.</p> <p><u>Community:</u></p>

C 2. All living organisms interact among Discipline Area Ar
O themselves and their environment, Subject Sc
N forming an intricate unit called an Problem Orientation
C ecosystem.

BEHAVIORAL OBJECTIVES

Cognitive: The student will be able to transform parts of his environment into different forms which can improve or perhaps not improve his environment.
Affective: Understanding the process of forming familiar art materials. Considering the role these materials play in the total environment. Realizing the artist manipulates his environment and is part of its ecosystem.

Skills to be Learned

Modeling
Carving
Assemblage (fitting parts in an aesthetically pleasing way)

SUGGESTED LEARNING

- I. Student-Centered in class activity
 - A. Creating a sculptural piece to promote the students' understanding of "ecosystem".
 1. Have students select one of the following (metal, ceramics, paper, plaster). Ask student to trace existence in the art room back to its origin - how many stages of transformation has the material been subjected to? How does this fit in to your understanding of an ecosystem?
 2. Now the student will continue the process of transformation by carving or building a sculptural piece with his medium.
 3. Have the student evaluate how his finished sculpture will further affect his environment and the balance of the ecosystem he lives in. Has he created a sculpture which is useful? aesthetic? for man's use or for nature's use. If it is for man's

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Resource and Reference Materials	Continued and Additional Suggest
<p><u>Publications:</u></p> <p>"Wood Sculpture About Ecology" <u>School Arts</u>, April, 1972, p. 34</p> <p>"Paper To Amaze", <u>Instructor</u>, 81:73, April 1972.</p> <p>"Clay Is Fun", R. A. Yoder, <u>School Arts</u>, p. 20-21, October, 1971.</p> <p>"Making It in 3-D" E. Stein, <u>School Arts</u>, 71:10-13, Oct. 1971</p> <p>"Free Form Sculpture", G. Phillips, <u>Art & Activities</u>, 69:20, Feb., 1971</p> <p>"Sculpture Can Be Fun," H. Lutjens, <u>School Arts</u>, 70:28-9, Oct., 1970</p> <p>"Varieties of Plaster", R. E. Ciscell, <u>Art & Activities</u>, 69:18-20 April, 1971</p> <p>"Ecological Ceramic", C. Herpie, <u>Art & Activities</u>, 69:29-31, March, 1971</p> <p>"Ceramics-Rock Shaped Pieces", H. S. Thomas, <u>Instructor</u>, 79:89 June, 1970</p> <p>"It Just Happened-Clay Modeling", H. C. Warburton, <u>Arts & Activities</u>, 69:22-4, March, 1971</p> <p>"Children's Sculpture", J. W. Burgner, <u>School Arts</u>, 71:42-4, October, 1971</p> <p><u>Audio-Visual:</u></p> <p>"Scrap of Paper and a Piece of String", film, Brown County Library</p>	<p>I. (Cont.)</p> <p>3. (Cont.)</p> <p>use, how might it affect parts of the environment using it? Stimulate the questions such as these</p>
<p><u>Community:</u></p>	

Suggested Materials	Continued and Additional Suggested Learning Experiences
<p>ology" p. 34 ector, er, tober, ein, t. 1971 . Phillips, eb., 1971 . Lutjens, . 1970 . E. . 69:18-20 Herpie, t, eces", 79:39 odeling", tivities, W. Burgner, ber, 1971 e of String", y</p>	<p>I. (Cont.) 3. (Cont.) use, how might it affect animal or other natural parts of the environment as a result of man using it? Stimulate the students thinking with questions such as these.</p>

C 2. All living organisms interact among
O themselves and their environment,
N
C forming an intricate unit called an
E
P ecosystem.

Discipline Area

Subject

Problem Orientation

ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES

Cognitive: The student will illustrate his knowledge of forest life by drawing a picture showing the many natural forms which comprise a forest.
Affective: The student will have greater awareness of the forest ecosystem.

Skills to be Learned

Use of chalk
Ability to show proper forms of trees, animals
Light, dark, perspective

SUGGESTED LEARNING

I. Student-Centered in class activity
A. Chalk (pastel) drawing depicting the elements of a forest ecosystem.
Such elements might be:
brush
growing trees
mature trees
dead trees
fallen trees
variety of tree species
animals
insects
water - creeks
sky
sunlight and shadows

Discipline Area Art

Subject Chalk Drawing

Problem Orientation Ecosystem of Grade 7-8
a forest



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Resource and Reference Materials	Continued and Additional Suggested
<u>Publications:</u> "Learning to see on a look walk", G. J. Alkema, Arts and Activities 63:32-5 Jr. 1968	
<u>Audio-Visual:</u> "Environmental Awareness - Forest", I-C-E RMC, Kit 16 One Day at Teton Marsh, I-C-E RMC, Film 200 Ecology- The Game of Man and Nature, I-C-E RMC, Game No. 2	
<u>Community:</u>	

sted	Continued and Additional Suggested Learning Experiences
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C 2. All living organisms interact among
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E forming an intricate unit called an
P
T ecosystem.

Discipline Area
Subject
Problem Orientation

BEHAVIORAL OBJECTIVES

Cognitive: The student will realistically depict parts (or the entirety) of a dandelion in various stages of its life cycle--leaves, bud, flower, flower as it withers, seeds, petals, etc.
Affective: The student will be more aware of the plant's appearance in various stages of its growth. The student will become aware of the parts of a plant and the function of these parts.

Skills to be Learned

Use and care of pen and nibs or brushes
Use of India ink to create various linear effects
Develop manual skills of using the materials
Develop mental & physical ability to depict recognizably what one sees--employs ability to produce 3-D on 2-D paper surface.

SUGGESTED LEARNING

- I. Student-Centered in class activity
 - A. India Ink drawings of various stages in the life of a dandelion or any easily accessible plant (discussion of cycles.)
 - B. The student will also draw various parts of the flower or plant (stem, leaves, roots, petals, seeds, etc.) (Discussion of functions of the parts).
 - C. Possible expansion of this activity would be to complete a notebook of drawings depicting flowers found at the schoolyard, at the student's home, or in his community.

ESEA Title III - 59-70-0135-2 Project I-C-E

mechanisms interact among
their environment,
unit called an

Discipline Area Art

Subject India Ink Drawing

Problem Orientation Ecosystems: Grade 7-8
Life Cycles

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ACTIVITIES

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

- A. India Ink drawings of various stages in the life of a flower, dandelion or any easily accessible plant (discussion of life cycles.)
- B. The student will also draw various parts of the flower or plant (stem, leaves, root, petals, seeds, etc.) (Discussion of functions of the parts).
- C. Possible expansion of this activity would be to complete a notebook of drawings depicting flowers found at the schoolyard, at the student's home, or in his community.

II. Outside Resource and Community Activities

- A. Botanist as a guest speaker or tour guide through garden, field, or forest, nature center.

Resource and Reference Materials	Continued and Additional Suggest
<p data-bbox="534 894 778 917"><u>Publications:</u></p> <p data-bbox="497 917 1153 1010">"Drawing with Mixed Media", M. B. Bowman, <u>School Arts</u>, 71:14-15 November, 1971</p> <p data-bbox="553 1301 787 1336"><u>Audio-Visual:</u></p> <p data-bbox="487 1626 1172 1777"><u>Community:</u> Walk along nature trails, botanical gardens or other areas in which plants are growing in abundance</p>	

Suggested Materials	Continued and Additional Suggested Learning Experiences
<p>Media", s, 71:14-15</p> <p>ls, r areas in in abundance</p>	

ESEA Title III - 59-70-0135-2 Project I-C-E

C	3. Environmental factors		
O	are limiting on the numbers of	Discipline Area	Art
N	organisms living within their	Subject	Des
C	influence, thus, each environment	Problem Orientation	C
E	has a carrying capacity.		
P			
T			

BEHAVIORAL OBJECTIVES

SUGGESTED LEARNING

Cognitive: Students shall be able to relate carrying capacity to population.

Affective: Student attempts to identify spacial relationships.

Skills to be Learned
Design
Space relationships

- I. Student-Centered in class activity
- A. Have students do two contrasting designs
1. Give them a very limited space and restrict the content.
 2. Give them unlimited space and restricted content.

mental factors
 on the numbers of
 Discipline Area Art
 ing within their
 Subject Design
 us, each envrionment
 Problem Orientation Carry Capacity Grade 7-8
 g capacity.

OBJECTIVES		SUGGESTED LEARNING EXPERIENCES	
s shall carrying tion. t attempts l relation- ed ts	I. Student-Centered in class activity A. Have students do two contrasting designs 1. Give them a very limited space and restrict the content. 2. Give them unlimited space and restricted content.	II. Outside Resource and Community Activities A. Invite a local city planner to explain planning in relation to the available space of the city.	

Resource and Reference Materials	Continued and Additional Suggeste
<p data-bbox="551 901 793 931"><u>Publications:</u></p> <p data-bbox="551 931 1108 1171"> "The Art of Color and Design", 2nd ed. McGraw-Hill Book Co. New York and London, 1951 "Increased Awareness of Our Environment; Map Project" M. F. Wright, <u>School Arts</u>, p. 36-7 March '72 </p> <p data-bbox="551 1238 789 1268"><u>Audio-Visual:</u></p> <p data-bbox="551 1471 733 1501"><u>Community:</u></p>	

Materials	Continued and Additional Suggested Learning Experiences
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ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES

Cognitive: The student
should be able to design
a linear composition
according to available
resource.

Affective: Students comply
with defined resource
limitation.

Skills to be Learned
Linear design.

I. Student-Center
activity

A. Give each s
of white ta
one fine fe
He must use
supply of p
a linear de

mental factors are limiting
 Discipline Area Art
 Subject Linear Design
 Problem Orientation Carrying Capacity Grade 7-8

OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
student o design ach s ation te ta ilable ne fe t use of p ants comply ar de source	I. Student-Centered in class activity A. Give each student a piece of white tagboard and one fine felt tip pen. He must use complete ink supply of pen while creating a linear design on board.	II. Outside Resource and Community Activities
<u>earned</u>		

Resource and Reference Materials	Continued and Additional
<p data-bbox="727 948 971 980"><u>Publications:</u></p> <p data-bbox="727 980 1286 1110"> "Right On" Sylvia Diamond, School Arts, April '72 p. 40 "Going For a Walk With a Line" by Douglas & Elizabeth Mac Agy </p> <p data-bbox="727 1245 971 1278"><u>Audio-Visual:</u></p> <p data-bbox="727 1478 915 1510"><u>Community:</u></p>	

Continued and Additional Suggested Learning Experiences

C 3. Environmental factors are limiting
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 N on the numbers of organisms living
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 E within their influence, thus, each
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 T environment has a carrying capacity.

Discipline Area
 Subject
 Problem Orientation

ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES
Cognitive: The student
 devises solution to a problem
 of overuse.
Affective: Students form
 judgments directed toward
 overuse in our society.

Skills to be Learned
 Sculpture
 Using different media

SUGGESTED I
 I. Student-Centered in class
 activity
 A. Invent and build something
 to take the place of some
 things we have too much
Examples:
 automobiles replaced by
 sidewalks, tube transpor-
 or monorail system, etc

e Are mental factors are limiting
ers of organisms living
 rient r influence, thus, each
has a carrying capacity.

Discipline Area Art
 Subject Sculpture
 Problem Orientation Carrying Grade 7-8
 Capacity

L OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
he student ion to a problem students form ected toward r society.	I. Student-Centered in class activity A. Invent and build something to take the place of some things we have too much of. <u>Examples:</u> automobiles replaced by electric sidewalks, tube transportation, or monorail system, etc.	II. Outside Resource and Community Activities A. Study science fiction environments and discuss how they replace many things in our environment.
<u>learned</u> ent media		

Resource and Reference Materials	Continued and Additional Suggest
<p><u>Publications:</u></p> <p>"Invent a Machine", M. A. Burke, <u>Arts and Activities</u>, p. 29, December, 1969</p> <p>"Creative Use of Scrap Materials", R. G. Lervie, <u>School Arts</u>, 69:11, February, 1970</p> <p>"Children's Sculpture", J. W. Burgner, <u>School Arts</u>, 71:42-4, October, 1971</p> <p>"Making it in 3-D", E. Stein, <u>School Arts</u>, 71:10-13, October, 1971</p> <p><u>Audio-Visual:</u></p> <p>"Using Community Resources", film 240, I-C-E RMC</p> <p><u>Community:</u></p>	

Suggested Materials	Continued and Additional Suggested Learning Experiences
<p>ke, ember, als", 1,</p>	
<p>Burgner, 1971 1971</p>	
<p>Film</p>	

C 3. Environmental factors are limiting
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 N on the numbers of organisms living Discipline Are
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 E within their influence, thus, Subject
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 T each environment has a carrying Problem Orient
capacity.

BEHAVIORAL OBJECTIVES	SUGGESTED
Cognitive: The student shall be able to recognize difference between good and bad composition.	I. Student-Centered in class activity A. Discuss balanced composition 1. Show two pictures One of a balanced composition and one of an unbalanced composition. Ask the students which looks balanced & which looks unbalanced. 2. What makes a picture look balanced? 3. Can you have a balanced picture with just one object?
Affective: Students appreciate aesthetics of good composition.	
Skills to be Learned Discussion skills Composition principles	

Are of organisms living Discipline Area Art
influence, thus, Subject Composition
 What ent has a carrying Problem Orientation Carrying Capacity Grade 7-8

OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
<p>ent cognize good s cs of d ies</p>	<p>I. Student-Centered in class activity</p> <p>A. Discuss balanced composition</p> <ol style="list-style-type: none"> 1. Show two pictures. One of a balanced composition and one of an unbalanced composition. Ask the students which looks balanced & which looks unbalanced. 2. What makes a picture look balanced? 3. Can you have a balanced picture with just one object? 	<p>II. Outside Resource and Community Activities</p> <p>A. Invite a photographer to explain composition in photography.</p>

Resource and Reference Materials	Continued and Additional
<p><u>Publications:</u> "Learning to see on a looking walk", C. J. Alkema, il. <u>Arts and Activities</u>, 63:32-5, June, 1968 "Magic Cardboard Window" frames. Help children see pictures before they draw, S. M. Lar e, il. <u>Arts and Activities</u>, 64:19-20, September, 1968</p> <p><u>Audio-Visual:</u> <u>Discovering Composition in Art</u>, B. F. A. BAVI</p>	
<p><u>Community:</u></p>	

Materials	Continued and Additional Suggested Learning Experiences
<p>looking <u>il. Arts and</u> <u>ne, 1968</u> <u>ow" frames.</u> <u>res before</u> <u>il. Arts</u> <u>20,</u></p> <p><u>n in Art,</u></p>	

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N on the numbers of organisms living
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E within their influence, thus, each
P
T environment has a carrying capacity.

Discipline Area Art
Subject Dra
Problem Orientation C

BEHAVIORAL OBJECTIVES

Cognitive: The student will be able to recognize through the project how overuse of forms creates an unpleasant effect on the environment.
Affective: Students form judgments directed toward overuse in our society.

Skills to be Learned
Personification
Drawing
Papier mache
Cut paper problems

SUGGESTED LEARNING

I. Student-Centered in class activity
A. Personify billboards, houses, etc. in drawings and through papier mache or cut paper figures.

Discipline Area Art

Subject Drawing/Paper Mache

Problem Orientation Carrying Grade 7-8
Capacity

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Resource and Reference Materials	Continued and Additional
<p><u>Publications:</u></p> <p>"Papier Mache Bowls & Boxes", S. Grasezow, <u>School Arts</u>, 41:26, March, 1972</p> <p>"Scrap Paper Caper", S. Kropa, <u>Instructor</u>, 81:73, May, 1972</p> <p>"Architecture for Young Beginners" J. Bodor, <u>il.Arts and Activities</u>, 64:10-15, October, 1968</p> <p><u>Our Man Made Environment</u>, Book 7, 1-C-E RMC</p> <p>"Environment: Children Explore Their School, their community, their values", C. E. Knapp, <u>Instructor</u>, 81:62-4, January 1962-February 1972.</p> <p>"Papercrafts and Mobiles", R. Perlmutter, <u>Teaching Exceptional Children</u>, p. 134-41, Spring, 1972</p> <p>"Create Creativity; Designing a Victorian House using Balsa Wood," R. Guthrie, <u>School Arts</u>, p. 28-30, September, 1971</p> <p>"Add action to your papier mache", <u>School Arts</u>, 70:14-15, October, 1970</p> <p>"Torn tissue Becomes Tradition", <u>School Arts</u>, 70:19, December 1970</p> <p><u>Audio-Visual:</u></p> <p>"People of a City", film, public library</p> <p><u>Community:</u></p>	

Additional Materials	Continued and Additional Suggested Learning Experiences
<p>& Boxes", S. 41:26, March,</p> <p>S. Kropa, v, 1972</p> <p>Young Beginners" <u>Activities</u>,</p> <p>88</p> <p>ment, Book 7,</p> <p>ren Explore community,</p> <p>Knapp, <u>Instructor</u>,</p> <p>-February 1972.</p> <p>files", R.</p> <p><u>Exceptional</u></p> <p>Spring, 1972</p> <p>Designing a Balsa Wood,"</p> <p>ts, p. 28-30,</p> <p>papier mache", October, 1970</p> <p>s Tradition", December 1970</p> <p>film,</p>	

C 4. An adequate supply of pure
O
N water is essential for life.
C
E
P
T

Discipline Area A

Subject 7

Problem Orientation

BEHAVIORAL OBJECTIVES

Cognitive: The student will be able to comprehend the significance of water for the production of texture.
Affective: Student should become alert to the needs of water for forming texture.

Skills to be Learned
Discussion
Rubbing
Collage

SUGGESTED LEARNING

- I. Student-Centered in class activity
 - A. Study texture
 1. Study of texture of things which need water
 2. Discuss what they would be like with and without water.
 3. Children should then do rubbings. Collect from students and do a large collage of the many textures.

ESEA Title III - 59-70-0135-2 Project I-C-E

ly of pure _____ Discipline Area Art

for life. _____ Subject Texture study

_____ Problem Orientation Clear Water Grade 7-8

IVES	SUGGESTED LEARNING EXPERIENCES	
nt ehend water ould eds of ture.	<p>I. Student-Centered in class activity</p> <p>A. Study texture</p> <ol style="list-style-type: none"> 1. Study of texture of things which need water. 2. Discuss what they would be like with and without water. 3. Children should then do rubbings. Collect from students and do a large collage of the many textures. 	<p>II. Outside Resource and Community Activities</p> <p>A. Start aquarium. Let it become group-constructed. Observe the textures.</p>

Resource and Reference Materials
Publications:

"Face up with Texture - Mask
Designs" C. C. Albrutz, Instructor,
80:116

"Inside, Outside Art (Collage)"
J. C. Banks, Grade Teacher, 1970,
87:106-7, March, 1970

Audio-Visual:

The Aquarium: Classroom Science,
B.F.A. BAVI

Community:

Continued and Additional Suggested

Selected Materials	Continued and Additional Suggested Learning Experiences
<p>ask structor,</p> <p>lage)" 1970,</p> <p>ience,</p>	

C 4. An adequate supply of pure _____
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 N water is essential for life. _____
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 E _____
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Discipline Area

Subject

Problem Orientation

ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES

Cognitive: The student will devise a way to transform his audio impressions into a visual form.
Affective: Student becomes aware of water's interaction on the senses.

Skills to be Learned
 Use of color (water colors)
 Awareness
 Illustration

SUGGESTED LEARNING

- I. Student-Centered in class activity
 - A. Illustrate audio impressions of the sea.
 1. Listen to records such as Ebb Tide, The Sea
 2. Guide the student to what they hear.
- Materials: color media

Area supr'y of pure Discipline Area Art
tial for life. Subject Audio impressions of the sea
 Problem Orientation Water Supply Grade 7-8

OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
student ay to transform ssions into dent becomes interaction	I. Student-Centered in class activity A. Illustrate audio impressions of the sea. 1. Listen to records such as: <u>Ebb Tide, The Sea</u> 2. Guide the student to draw what they <u>hear</u> . Materials: color media	II. Outside Resource and Community Activities A. Take a walk to a body of water; listen to the sounds of the water's movement. B. Discuss their impressions of the water as to what they hear.
rned (water colors)		

<u>Resource and Reference Materials</u> <u>Publications:</u>	Continued and Additional Suggested Le
<u>Audio-Visual:</u> Records: Ebb Tide The Sea	
<u>Community:</u>	

Continued and Additional Suggested Learning Experiences

C 4. An adequate supply of pure
O
N water is essential for life.
C
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BEHAVIORAL OBJECTIVES

Cognitive: Students shall be able to illustrate the effect of deprivation of water upon the human body.
Affective: Students shall become alert to the importance of water for the human body.

Skills to be Learned
Drawing
Experimenting
Carving

I. Student-Cent
activity
A. Students s
impression
prived of
B. An apple c
and carved
a human fa
apple in v
and watch
the soluti

ESEA Title III - 59-70-0135-2 Project I-C-E

D Adequate supply of pure
 S is essential for life.
 P

Discipline Area Art
 Subject Illustrations
 Problem Orientation Clear Water Grade 7-8

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
Centive: Students shall to illustrate the of deprivation of upon the human body. ve: Students shall alert to the impor- f water for the human	I. Student-Centered in class activity A. Students shall draw an impression of a human deprived of water. B. An apple could be peeled and carved to look like a human face. Dip the apple in vinegar and salt, and watch the effect of the solution on it.	II. Outside Resource and Community Activities
to be Learned. g mmenting g		

<u>Resource and Reference Materials</u> <u>Publications:</u>	Continued and Additional
<u>Audio-Visual:</u> Films: "Waters Around Us" "Water for Farm and City" Both available from BAVI	
<u>Community:</u>	

onal

Continued and Additional Suggested Learning Experiences

C 5. An adequate supply of clean air is
 C
 N essential because most organisms
 C
 E depend on oxygen, through respiration,
 P
 T to release the energy in their food.

Discipline Area Art
 Subject Air pol
 Problem Orientation Clean

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXP
<p><u>Cognitive:</u> Student would be able to predict the consequences of limited air supply.</p> <p><u>Affective:</u> The student assumes the responsibility of creating a solution for polluted air.</p>	<p>I. Student-Centered in class activity</p> <p>A. Discuss what will eventually happen if the air becomes so polluted we can't breathe.</p> <p>1. How will man have to adapt?</p> <p>2. Will he use his technical ability to help him adapt?</p>
<p><u>Skills to be Learned</u></p> <p>Discussion</p> <p>Construction</p> <p>Papier mache</p>	<p>B. Construct a papier mache head mask that man may have to devise to help him survive in a polluted environment.</p> <p>II.</p>

clean air is Discipline Area Art
pol organisms Subject Air pollution head mask
ean respiration, Problem Orientation Clean Air Grade 7-8
cheii food.

EXP
II. SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

- A. Discuss what will eventually happen if the air becomes so polluted we can't breathe.
 - 1. How will man have to adapt?
 - 2. Will he use his technical ability to help him adapt?
- B. Construct a papier mache head mask that man may have to devise to help him survive in a polluted environment.

II. Outside Resource and Community Activities

- A. Find an extremely polluted area. Get student reaction to the smell and effect on one's eyes and throat.

Resource and Reference Materials	Continued and Additional S
<p><u>Publications:</u></p> <p>"Papier Mache Bowls & Boxes", S. Grasezow, <u>School Arts</u>, 71:26 March, 1972.</p> <p>"Pie Plate Masks", M. Shaw, <u>Arts & Activities</u>, p. 30-32, Sept. 1970</p> <p>"Paper Bag Figures", J. Heath, <u>School Arts</u>, p. 48, April, 1972</p> <p>"Mask Making For Minors", B. G. Oettel, <u>School Arts</u>, 68:24-5, November, 1968</p> <p>"Add Action to Your Papier-Mache", E. Madsen, <u>School Arts</u>, 70:14-15, October, 1970</p> <p>"All the Way with Papier-Mache", P. T. Danielson, <u>Arts & Activities</u>, 68:10-12, December, 1972</p> <p>"Masks and Mask Makers", Kari Hunt.</p> <p><u>Audio-Visual:</u></p> <p>Smog--The Air Pollution Game, SG 1, I-C-E RMC</p> <p><u>Masks</u>, B.F.A. BAVI</p> <p><u>Community:</u></p>	

Materials	Continued and Additional Suggested Learning Experiences
<p>s", 1:26</p> <p>, Arts t. 1970 ath, 1972 B. G. 5,</p> <p>-Mache", 14-15,</p> <p>ache", ivities,</p> <p>kari</p> <p>me,</p>	

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5. An adequate supply of clean air Discipline Area _____
is essential because most organisms Subject _____
depend on oxygen, through respiration, Problem Orientation _____
to release the energy in their food.

ESEA Title III - 59-70-C135-2 Project I-C-E

BEHAVIORAL OBJECTIVES

Cognitive: Through discussion and project, the student will be able to illustrate that pollution can affect color.

Affective: The student attempts to identify characteristics of impressionistic painting.

Skills to be Learned
Discussion
Painting

SUGGESTED LEARNING

I. Student-Centered in class activity

A. Discuss what effects has on color in our environment.

1. Does polluted air affect light intensity?

2. Discuss the theory of the impressionists.

B. Do an impressionistic painting of an environmental concern.

the supply of clean air Discipline Area Art
 because most organisms Subject Air - Light - Color - Painting
 oxygen through respiration, Problem Orientation Clean Air Grade 7-8
 the energy in their food.

LEARNING OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
<p> through discussion student will illustrate that perfect color. student identify char- impressionistic </p>	<p> I. Student-Centered in class activity A. Discuss what effects light has on color in our environment. 1. Does polluted air change light intensity? 2. Discuss the theory of the impressionists. B. Do an impressionistic painting of an environmental concern. </p>	<p> II. Outside Resource and Community Activities A. Student report to the class on impressionistic paintings & include examples. </p>
<p> returned </p>		

Continued and Additional Suggested Learning Experiences

C 5. An adequate supply of clean air is Discipline Art
 O
 N essential because most organisms Subject Photo-mont
 C
 E depend on oxygen, through respiration, Problem Orientation
 P
 T to release the energy in their food.

ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING ACTIVITIES
<p><u>Cognitive:</u> Through the activity the student translates his knowledge into a visual statement of pollution.</p> <p><u>Affective:</u> The student deliberately examines a variety of air pollutants.</p>	<p>I. Student-Centered in class activity</p> <p>A. Discuss what pollutes the air.</p> <p>B. Make a photo-montage to illustrate these things.</p>
<p><u>Skills to be Learned</u></p> <p>Discussion</p> <p>Collecting</p> <p>Constructing</p>	

clean air is Discipline Art
organisms Subject Photo-montage
on h respiration, Problem Orientation Clean Air Grade 7-8
their food.

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

- A. Discuss what pollutes the air.
- B. Make a photo-montage to illustrate 2 things.

II. Outside Resource and Community Activities

- A. Collect pictures of objects that pollute the air.

Resource and Reference Materials	Continued and Additions
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Publications:

"Photomontage: the juxtaposing of images", D. Cyr, Arts & Activities, p. 26-29, Jan. '70

"Handmade Slides: Whetstone for perceptual acuity", E. Scott, Arts & Activities, p. 30-31 April '72

Audio-Visual:

Simulation Game:

Smog - The Air Pollution Game,
I-C-E RMC

Community:

tionals Continued and Additional Suggested Learning Experiences

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ities

C 5. An adequate supply of clean air is Discipline Area _____
 O _____
 N essential because most organisms Subject _____
 C _____
 E depend on oxygen, through respiration, Problem Orientation _____
 P _____
 T to release the energy in their food.

ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING ACTIVITIES
<p>Cognitive: The student will be able to differentiate between light and dark colors and how they are made.</p> <p>Affective: The student will develop understanding of color in the environment.</p>	<p>I. Student-Centered in class activity</p> <p>A. Discuss what makes a color dull.</p> <p>B. Paint a value scale showing what effect black has on color.</p> <p>C. What effect white has on color.</p>
<p>Skills to be Learned</p> <p>Painting</p> <p>Discussion</p>	<p>D. Reach to role of color in creating a pleasing environment.</p>

clean air is Discipline Area Art
Prisms Subject Air - Dark & Light
tion respiration, Problem Orientation Clean Air Grade 7-8
their food.

SUGGESTED LEARNING EXPERIENCES	
I. Student-Centered in class activity	II. Outside Resource and Community Activities
A. Discuss what makes a color dull.	A. Students could react to the degrees of grey in the sky.
B. Paint a value scale showing what effect black has on a color.	
C. What effect white has on a color.	
D. Reach to role of color in creating a pleasing environment.	

Resource and Reference Materials	Continued and Additional Sugg.
<u>Publications:</u>	

Audio-Visual:
Environmental Awareness - Color
 I-C-1 RMC
Discovering Color, B.F.A BAVI
Simulation Game:
Smog - The Air Pollution Game
 I-C-2 RMC

Community:

Suggested Continued and Additional Suggested Learning Experiences

or

C 6. Natural resources are not equally Discipline Area Art
 O distributed over the earth or over Subject Cha
 N time and greatly affect the Problem Orientation D
 C geographic conditions and quality of life.
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ESEA Title III - 59-70-0135-2 Project J-C-3

BEHAVIORAL OBJECTIVES

Cognitive: Through use of the sensory approach to art, the student will be able to do a charcoal drawing of a tree which will include all of its reused characteristics.

Affective: The student will become sensitive to visual characteristics of trees.

Skills to be Learned
 Basic charcoal drawing techniques

SUGGESTED LEARNING

- I. Student-Centered in class activity
 - A. Before starting lesson, have students draw a tree to be compared with their fully sensed tree. To establish a sensitivity between a child and his environment, in this case a tree, one must include tree essential senses, visual, auditory and sense.
 1. Establish what is known about the subject.
 - a. What colors are trees?
 - b. How many shapes of leaves can you think of?
 - c. What sounds do leaves make?
 - d. How many types or textures of bark can you think of?
 2. Let students examine actual trees.
 3. Discuss and list these on a chart. Ask some questions as before to see if student have made some visual discoveries.
 4. Now draw a tree. (cont.)

resources are not equally Discipline Area Art
 over the earth or over Subject Charcoal Drawing
 eatly affect the Resource Distribution
 Problem Orientation Grade 7-8
 conditions and quality of life.

OBJECTIVES	SUGGESTED LEARNING EXPERIENCES
<p>ough use of approach to at will be charcoal tree which all of its eristics.</p> <p>student nsitive to eristics</p>	<p>I. Student-Centered in class activity A. Before starting lesson, have students draw a tree to be compared with their fully sensed tree. To establish a sensitivity between a child and his environment, in this case a tree, one must include tree essential senses, visual, auditory and sense.</p> <p>II. Outside Resource and Community Activities A. Science teacher may want to dovetail art in other plant, animal or physical studies.</p>
<p>learned drawing</p>	<p>1. Establish what is known about the subject. a. What colors are trees? b. How many shapes of leaves can you think of? c. What sounds do leaves make? d. How many types or textures of bark can you think of?</p> <p>2. Let students examine actual trees.</p> <p>3. Discuss and list these on a chart. Ask some questions as before to see if students have made some visual discoveries.</p> <p>4. Now draw a tree. (cont.)</p>

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	<u>Continued and Additional Suggested Learning Experiences</u>
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I. (cont.)

- B. This basic sensory approach could be used with any subject you might want your students to become familiar with.

C 6. Natural resources are not equally Discipline Area
O distributed over the earth or over Subject
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E time and greatly affect the Problem Orientation
P
T geographic conditions and quality of life.

ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES

Cognitive: The student will be able to create a pleasing piece of body ornamentation utilizing good color and shape relations.

Affective: The student will acquaint himself with availability of natural materials for jewelry design.

Skills to be Learned

Basic metal and wood working and enameling techniques
Basic color statements
The use of the four basic shapes in design

SUGGESTED LEARNING

I. Student-Centered in class activity

A. Show and discuss the color and shape filmstrip, "The Art of Seeing". Have the students brainstorm for minutes about all the colors and shapes they see in classroom.

B. Discuss use of natural materials in jewelry design.

1. Demonstrate basic enameling skills.

2. Have students design and execute a piece of body ornamentation (necklace, ring, bracelet, brooch, cufflinks, etc.) utilizing both wood and copper in the design.

3. Discuss what determines the cost of materials used in jewelry.

are not equally Discipline Area Art
 e earth or over Subject Copper Enameling
 Resource
 atio ffect the Problem Orientation Distribution Grade 7-8
 ns and quality of life.

VES	SUGGESTED LEARNING EXPERIENCES	
will easing ation nd will design.	I. Student-Centered in class activity A. Show and discuss the color and shape filmstrip, "The Art of Seeing". Have the students brainstorm for 15 minutes about all the colors and shapes they see in the classroom. B. Discuss use of natural materials in jewelry design. 1. Demonstrate basic enameling skills. 2. Have students design and execute a piece of body ornamentation (necklace, ring, bracelet, broach, cufflinks, etc.) utilizing both wood and copper in the design. 3. Discuss what determines the cost of materials used in jewelry.	II. Outside Resource and Community Activities

Resource and Reference Materials	Continued and Additional
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Publications:

"Copper foil jewelry", School Arts,
Jan. '72

"Electronic foil jewelry", School
Arts, Jan. '72

"Paper beads and suede lace"
Arts and Activities, Feb. '70

"Jewelry to shoot for", School
Arts, Jan. '70

"Sew your seeds", Arts & Activities,
Sept. '70

Audio-Visual:

The Art of Seeing (Shapes), color,
Warren Schloat Pro. Inc.

Community:

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C 6. Natural resources are not equally Discipline A
 O distributed over the earth or over Subject
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 C geographic conditions and quality of life.

ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES

Cognitive: The student will be able to construct, using simple macrame' knots, a design utilizing natural materials such as hemp or jute cord.

Affective: The student shows awareness of aesthetic qualities of various materials from nature.

Skills to be Learned

The basic knots of macrame'
 The basic macrame' processes

SUGGEST

I. Student-Centered in activity

A. Discuss the movement rebirth of "return to nature" and the use of natural, simple materials in one's life because the complex artificial world we now live in.
 B. Students may brainstorm for 20 minutes and come up with that have been redesigned and out of simple natural materials. Ex. Leather belts are made of rope, hemp, etc.

C. Students research the history of macrame' and compare its simplicity in projects.

1. Demonstrate macrame' techniques.
 2. The student then choose to make a headband, choke band, etc. using learned techniques.

are not equally Discipline Area Art
 earth or over Subject Macrame' (Crafts)
 Resource
 et the Problem Orientation Distribution Grade 7-8
 and quality of life.

SUGGESTED LEARNING EXPERIENCES	
EST ill ing	I. Student-Centered in class activity A. Discuss the movement of rebirth of "returning to nature" and the use of natural, simple materials in one's life because of the complex artificial world we now live in. B. Students may brainstorm for 20 minutes and see how many items they can come up with that have been redesigned and made out of simple natural materials. Ex. Leather belts are made of jute, rope, hemp, etc. C. Students research origin of macrame' and can relate its simplicity in their projects. 1. Demonstrate macrame' techniques. 2. The student then can choose to make a belt, headband, choker, watchband, etc. using this learned technique.
ve tur e us e ma beca rifi ive rair and the nat d an natu Lea of e. rch l ca in ma the ke oke usin nic	II. Outside Resou and Community Activities A. Have a "back to nature style person" come in and speak to your class. Ex. Naturalist, camp director, natural resource specialist, botanist, etc.

Resource and Reference Materials	Continued and Additional
<u>Publications:</u> Meilach, Donaz, <u>Macrame' Creative Design In Knotting</u> , New York Crown P. Co. "Macrame' made mod", <u>Arts & Activities</u> , June '71 "Jr. High Macrame' Makers", M. T. Thomas, <u>Design</u> , 73:32-3 Spring '72.	
<u>Audio-Visual:</u>	
<u>Community:</u>	

Materials	Continued and Additional Suggested Learning Experiences
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6. Natural resources are not
equally distributed over the earth
or over time and greatly affect the
geographic conditions and quality
of life.

Discipline Area Art
Subject Sculpture
Problem Orientation Resource

BEHAVIORAL OBJECTIVES

Cognitive: The student will
combine the natural free
form shape of branches and
paper mache' to create an
abstract sculpture.

Affective: The student will
understand world wide sculptural
differences due to resource
availability.

Skills to be Learned
Learn basic paper mache'
techniques

SUGGESTED LEARNING EXPERIENCES

- I. Student-Centered in class activity
 - A. Discuss modern sculpture.
 1. Show filmstrip listed on back.
 2. Take questions from there to lead off discussion.
 - B. Demonstrate, and discuss paper mache techniques.
 1. Each student is to bring in a tree branch which is fastened to a base, either nailed or set in a can filled with sand.
 2. Using the learned paper mache techniques, create a new shape from the tree branch.
 3. To finish the sculpture, paint it anywhere from one solid color to multi-hued effect.
 - C. Form paper mache masks.
 - D. Pose questions: in a global review, what kinds of locally available materials dictate sculptural differences between people?

Discipline Area	Art
Subject	Sculpture
Resource	
Problem Orientation	Distribution
	Grade 7-8



ERIC
Full Text Provided by ERIC

Reference Materials	Continued and Additional Suggested Learning Experiences
& Activities,	
ern Sculpture, Educational	

C O N C E P T 7. Factors such as facilitating transportation, economic conditions, population growth, and increased leisure time have a great influence on changes in land use and centers of population density.

Discipline Area Art
Subject Card
Problem Orientation Tra

BEHAVIORAL OBJECTIVES

SUGGESTED LEARNING E

Cognitive: Students will demonstrate their awareness of traffic density through the completion of his table model study of traffic in their neighborhood.

Affective: The student will become aware of traffic problems and speculate on possible future problems.

Skills to be Learned
Cutting, folding & putting together cardboard or tagboard shapes to complete forms resembling autos.
Recording information - statistics of their own neighborhood

- I. Student-Centered in class activity
- A. Students will construct cars, then arrange them in a limited space to suggest density of a particular neighborhood (real or imaginary). Students will then add extra cars for families having two cars. (Density again being noted.) Again, cars will be added to represent three car families, visitors or additional two car families.
- B. The students will be expected to consider what (if any) physical or emotional problems and inconveniences will result from increasing numbers of cars in a given area.
1. Danger of accidents
 2. Lack of space
 3. Fear of accidents
 4. Exhaust pollution
 5. Noise pollution
 6. Vandalism
 7. Theft, etc.

Art such as facilitating Discipline Area Art
 Card on, economic conditions, Subject Cardboard Sculpture
 Tra growth, and increased Problem Orientation Transportation Grade 7-8

have a great influence
 on land use and centers of population density.

OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
ents will ir aware- density pletion del study heir student re of s and ssible	<p>I. Student-Centered in class activity</p> <p>A. Students will construct cars, then arrange them in a limited space to suggest density of a particular neighborhood (real or imaginary). Students will then add extra cars for families having two cars. (Density again being noted.) Again, cars will be added to represent three car families, visitors or additional two car families.</p> <p>B. The students will be expected to consider what (if any) physical or emotional problems and inconveniences will result from increasing numbers of cars in a given area.</p> <ol style="list-style-type: none"> 1. Danger of accidents 2. Lack of space 3. Fear of accidents 4. Exhaust pollution 5. Noise pollution 6. Vandalism 7. Theft, etc. 	<p>II. Outside Resource and Community Activities</p> <p>A. State Dept. of Motor Vehicles - statistics on the percent of 1, 2, and 3 vehicle families.</p> <p>B. Walk through a neighborhood to gather statistics on the number of vehicles and where they are stored--driveways, garages, on the street, etc.</p>
erved g & er card- ard shapes rms os. mation - their own		

Resource and Reference Materials	Continued and
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Publications:

"Box Sculpture", D. Hills, Arts & Activities, p. 42, May '70

Audio-Visual:

Film:

City: Cars or People? BAVI

Designing With Everyday Materials:

Corrugated Paper, B.F.A BAVI

Community:

Cardboard may be available at
local packaging companies,
i.e. Green Bay Packaging

Materials	Continued and Additional Suggested Learning Experiences
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Materials:
BAVI

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ESEA Title III - 59-70-0135-2 Project I-C-E

C O N C E P T 7. Factors such as facilitating transportation, economic conditions, population growth, and increased leisure time have a great influence on changes in land use and centers of population density.

Discipline Area Art
Subject Aesth
Problem Orientation La

BEHAVIORAL OBJECTIVES

SUGGESTED LEARNING

Cognitive: The student will make wise decisions while playing the game and cooperat  with other students.

I. Student-Centered in class activity
A. Play "Man in his Environment Game".

Affective: The student will become aware of how changing the land use in one given area may affect land use in surrounding areas and realize that effective planning makes for a more coordinated environment.

Skills to be Learned
Development of reasoning, foresight & specific game skills
Cooperation with others

rt Facilitating Discipline Area Art
 esth ic conditions, Subject Aesthetic appreciation
 La increased Problem Orientation Land Use Grade 7-8
at influence
and centers of population density.

SUGGESTED LEARNING EXPERIENCES		
NING I 1 nts. l ng n ize kes	I. Student-Centered in class activity	II. Outside Resource and Community Activities
	A. Play "Man in his Environment Game".	

Resource and Reference Materials	Continued and Addi
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<u>Publications:</u>	
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Chute, Robert, '71 <u>Environmental Insight</u> , (Readings & comment on human & nonhuman nature) 100 Ch I-C-E RMC	
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<u>Audio-Visual:</u>	
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SG 4 <u>Man in His Environment</u> I-C-E RMC	
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<u>Community:</u>	
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Additional Materials	Continued and Additional Suggested Learning Experiences
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ESEA Title III - 59-70-0135-2 Project I-C-E

C	<u>7. Factors such as facilitating</u>	Discipline Area
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N	<u>transportation, economic conditions,</u>	Subject
C		
E	<u>population growth, and increased</u>	Problem Orient
P		
T	<u>leisure time have a great influence</u> <u>on changes in land use and centers of population dens</u>	

BEHAVIORAL OBJECTIVES

SUGGES

Cognitive: Student will be able to recognize and transfer images from one's visual senses to a performed tactile skill as exemplified in the child's painting or cut-out design.

Affective: Student will learn to recognize the value of designing in the construction of highways and be aware of the planning which goes into traffic patterns.

Skills to be Learned
Ability to enlarge images
Ability to paint, cut, paste, draw, etc.
Negative & positive space
Color theory

I. Student-Centered in c activity

A. Interpreting design highway patterns in various art forms.

1. The student will select a highway interchange patt such as a "clove as seen on a hig map and enlarge into a painting in two colors.

2. Interpreting hig designs graphica by cutting and p construction pap the necessary sh rather than pain the shapes.

3. String design pi using the basic patterns as a gu the preliminary along which the are placed. Exam wavy road looks

as facilitating Discipline Area Art
 economic conditions, Subject Design-Painting, Weaving, Collage
 with, and increased Problem Orientation Transportation Grade 7-8

have a great influence
 land use and centers of population density.

OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
<p>It will be and transfer visual formed tactile ied in the or cut-out</p> <p>It will e the value he highways and lanning raffic</p>	<p>I. Student-Centered in class activity</p> <p>A. Interpreting designs of highway patterns into various art forms.</p> <p>1. The student will select a highway interchange pattern such as a "cloverleaf" as seen on a highway map and enlarge it into a painting done in two colors.</p> <p>2. Interpreting highway designs graphically by cutting and pasting construction paper into the necessary shapes rather than painting the shapes.</p> <p>3. String design pictures using the basic highway patterns as a guide for the preliminary outlines along which the rails are placed. Example: A wavy road looks like this:</p>	<p>II. Outside Resource and Community Activities</p> <p>A. Field trip to view highway interchanges.</p> <p>B. Highway construction engineer or worker as guest speaker to explain how high-ways are planned and what problems are overcome by various types of interchanges.</p>
<p>ned e images cut, paste, ve space</p>		

Resource and Reference Materials	Continued and Additional
<p><u>Publications:</u></p> <p>Highway maps</p> <p>"Vary the pace with lano lace", J. Lyen, <u>Arts & Activities</u>, 71:14-16, April '72</p> <p>"Creative photography without film," Richard Latta, <u>Design</u>, p. 28-9 Summer '72</p> <p>"String printing on tissue Collage", <u>Arts & Activities</u>, 68:36-7 Dec. '70</p> <p>"Scrap-paper caper", S. Kropa, <u>Instructor</u>, 81:73 May '72</p> <p>"Winter Sports Festival - paper tearing activity", M. M. Miner, <u>Instructor</u>, 80:48 Feb. '71</p> <p>Mayer, Ralph, <u>The Artist's Hand- book of Materials and Techniques</u>, 3rd ed., Viking Press, New York, 1970</p> <p><u>Audio-Visual:</u></p> <p>"Hailstones & Halibut Bones"</p> <p>"Little Blue & Little Yellow"</p> <p>"Scrap of Paper & a Piece of String"</p> <p>"What is a Painting"</p> <p>(All films available from Brown County Library, Green Bay)</p> <p>Slides or films of highways (aerial views)</p> <p><u>Community:</u></p>	

Materials	Continued and Additional Suggested Learning Experiences
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Brown

ESEA Title III - 59-70-0135-2 Project I-C-E

C 7. Factors such as facilitating _____ Discipline Area Art
 O transportation, economic conditions, _____ Subject Poster
 N population growth, and increased _____ Problem Orientation Environmental
 C leisure time have a great influence
 E on changes in land use and centers of population density.
 P
 T

BEHAVIORAL OBJECTIVES

SUGGESTED LEARNING

Cognitive: Completion of a poster will give an indication of the child's understanding of concept 7 plus his ability to translate this mental understanding into a communicable message.

Affective: Student will have knowledge of good poster design and an understanding of concept 7, knowing that man to a great extent controls these factors and should be concerned with how his activities and mode of living may be affecting others.

Skills to be Learned
 Composition and layout of poster design
 Painting, drawing
 Collage skills

I. Student-Centered in class activity
 A. Students will create a poster to illustrate their concern and understanding over one of the environmental problems posed in concept 7.

rt s facilitating _____ Discipline Area Art
 oster economic conditions, _____ Subject Poster Design
 E a, and increased _____ Problem Orientation Ecology. Grade7-8

e a great influence
 d use and centers of population density.

LEARNING OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
<p> n of a child's cept 7 trans- ger- municable ill have oster tanding ng that nt ers and with nd e </p>	<p> I. Student-Centered in class activity A. Students will create a poster to illustrate their concern and understanding over one of the environmental problems posed in concept 7. </p>	<p> II. Outside Resource and Community Activities A. Exhibit posters in public place when completed. </p>
<p> out of </p>		

Resource and Reference Materials	Continued and Additional Su
<u>Publications:</u> "Paper mache' bowls and boxes", S. Grasezow, <u>School Arts</u> , 71:26 March '72 "Color combinaticns made exciting", K. G. Kite, <u>Arts & Activities</u> , p. 24-26, Feb. '72 Brinkley, Joh, <u>Lettering Today</u> , Reinhold Pub. Co., New York, 1961 Maurello, S. Ralph, <u>Commercial Art</u> <u>Techniques</u> , 3rd ed., Viking Press New York, 1970	
<u>Audio-Visual:</u> <u>Poster</u> , B.F.A BAVI	
<u>Community:</u>	

Continued and Additional Suggested Learning Experiences

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ESEA Title III - 59-70-0135-2 Project I-C-E

C	8. Cultural, economic, social,	Discipline Area	Ar
O			
N	and political factors determine	Subject	Sl
C			
E	status of man's values and	Problem Orientation	
P			
T	attitudes toward his environment.		

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING
<p>Cognitive: The student applies principles of television programing to make an environmental filmstrip.</p> <p>Affective: The student revises his judgment as to the value of commercials.</p>	<p>I. Student-Centered in class activity</p> <p>A. Television skit in film-strip form.</p> <p>1. Students would do individual slides telling a pleasing story about our natural environment.</p> <p>B. Commercials can be interjected at intervals. These commercials would off set the aesthetic beauty of the pleasing story.</p> <p>C. Contrast the value of the commercial with the value of the story after projects are finished. Students will probably come up with crazy ideas for them and will pay more attention to them than to the main story.</p> <p>1. Isn't this what man does</p> <p>2. Aren't beauties of nature pushed aside to let the purveyors of man's pleasures take over?</p> <p>D. Presentation may be made through a box projector</p> <p>(cont.)</p>
<p><u>Skills to be Learned</u></p> <p>Photography</p> <p>Composition</p> <p>Creative Writing</p>	

Ar economic, social, Discipline Area Art

Sl el factors determine Subject Slide Skit

n n's values and Problem Orientation Beauty vs Commercial Grade 7-8

ward his environment.

ING OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
<p>student es of aming to ental</p> <p>student ment as commercials.</p>	<p>I. Student-Centered in class activity</p> <p>A. Television skit in film-strip form.</p> <p>1. Students would do individual slides telling a pleasing story about our natural environment.</p> <p>B. Commercials can be interjected at intervals. These commercials would off set the aesthetic beauty of the pleasing story.</p> <p>C. Contrast the value of the commercial with the value of the story after projects are finished. Students will probably come up with crazy ideas for them and will pay more attention to them than to the main story.</p> <p>1. Isn't this what man does?</p> <p>2. Aren't beauties of nature pushed aside to let the purveyors of man's pleasures take over?</p> <p>D. Presentation may be made through a box projector (cont.)</p>	<p>II. Outside Resource and Community Activities</p>
<p>erned</p>		

Resource and Reference Materials	Continued and Additional S
<u>Publications:</u> "Anyone can make a filmstrip", R. Grillothe, <u>School Arts</u> , 69:12-13, D '69	I. (cont.) which has a peek hole i and which has slits in stories to run through.




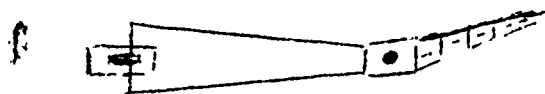
Audio-Visual:

Community:

Continued and Additional Suggested Learning Experiences

I. (cont.)

which has a peek hole in front → 
and which has slits in the back that allow slide
stories to run through.



ESEA Title III - 59-70-0135-2 Project I-C-E

C	8. Cultural, economic, social, and	Discipline Area
O		
N	political factors determine status	Subject
C		
E	of man's values and attitudes toward	Problem Orientation
P		
T	his environment.	

BEHAVIORAL OBJECTIVES	SUGGESTED
<p><u>Cognitive:</u> The student will identify a relationship between cultural, economic, social and political factors and man's values and attitudes toward his environment by creating an exhibit.</p> <p><u>Affective:</u> The student shows an awareness of the aesthetic factors in a community setting and everyday things.</p> <p><u>Skills to be Learned</u> Photography and composition techniques</p>	<p>I. Student-Centered in activity</p> <p>A. Students will create traveling exhibit of the culture of their neighborhood.</p> <ol style="list-style-type: none"> 1. Photograph aesthetic facades on buildings. 2. Collect things and photographs that show the cultural, economic, social and/or political state of a particular neighborhood. 3. Assemble these into exhibit to show how they indicate man's values and his attitude towards his environment. 4. Examples: <ol style="list-style-type: none"> a. Types of cars b. Types of houses c. Do they have sidewalks? d. What kind of stores? e. Shopping centers d. Playgrounds?

Area economic, social, and Discipline Area Art
 Factors determine status Subject Photography & Composition
 s and attitudes toward Problem Orientation Traveling Exhibits Grade 7-8
 t.

OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
<p>Student will onship economic, cal factors and his environ- an exhibit.</p> <p>Student s of the in a and</p>	<p>I. Student-Centered in class activity</p> <p>A. Students will create a traveling exhibit depicting the culture of their neighborhood.</p> <ol style="list-style-type: none"> 1. Photograph aesthetic facades on buildings or houses. 2. Collect things and photographs that show the cultural, economic, social and/or political state of a particular neighborhood. 3. Assemble these in an exhibit to show how they indicate man's values and his attitudes towards his environment. 4. Examples: <ol style="list-style-type: none"> a. Types of cars driven. b. Types of houses. c. Do they have sidewalks? d. What kind of roads? e. Shopping center? d. Playgrounds? 	<p>II. Outside Resource and Community Activities</p> <p>A. Students should research culture of the past through their local museum or historical society.</p>
<p>ned</p> <p>niques</p>		

Resource and Reference Materials	Continued and Additional Suggested
<p data-bbox="457 901 712 929"><u>Publications:</u></p> <p data-bbox="457 929 1088 1069">"Environment: children explore their school, their community, their values", C. Knapp, Instructor, 81:62-4 Jan. '62 F '72</p> <p data-bbox="457 1069 994 1162">110 Ph <u>Photography for Kids</u> I-C-E RMC</p> <p data-bbox="457 1347 1144 1452"><u>Audio-Visual:</u> Film 240 - <u>Using Community Resources</u> I-C-E RMC</p> <p data-bbox="457 1603 656 1650"><u>Community:</u></p>	

Materials	Continued and Additional Suggested Learning Experiences
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explore
community,
'62
ds

Resources

C O N C E P T	8. Cultural, economic, social, and	Discipline Area _____
	political factors determine status	Subject _____
	of man's values and attitudes	Problem Orientation _____
	toward his environment.	

ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES

Cognitive: The student will design a patch according to student interpreted environmental values.

Affective: The student will desire to develop an adherence to his environmental values.

Skills to be Learned

Layout
Planning
Design
Color

SUGGESTED LEARNING

- I. Student-Centered in class activity
 - A. Discuss Cults: Roller Derby, religious, snow-mobiles, boating, wrestling, football, racing, etc.
 - B. Students should design an arm patch for an environmental anti-pollution cult.
 - C. Students could actually make patches which they could sew onto their jackets.

economic, social, and Discipline Area Art

ctors determine status Subject Patches Design

es and attitudes Problem Orientation Environmental

vironment. Values Grade 7-8

OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
Student atch dent ronmental	<p>I. Student-Centered in class activity</p> <p>A. Discuss Cults: Roller Derby, religious, snow-mobiles, boating, wrestling, football, racing, etc.</p> <p>B. Students should design an arm patch for an environmental anti-pollution cult.</p> <p>C. Students could actually make patches which they could sew onto their jackets.</p>	<p>II. Outside Resource and Community Activities</p> <p>A. Students should try to find examples of clothes, speech manners, arm bands and patches which are part of a cult that is interesting to them.</p>
Student velop is lues. gned		

Resource and Reference Materials	Continued and Additional Suggested
<p data-bbox="470 901 714 936"><u>Publications:</u></p> <p data-bbox="470 936 1089 1099">"Environment: Children explore their school, their communi' , their values", C. E. Knapp, Instructor, 81:62-4 Jan. '62 Feb. '72</p> <p data-bbox="470 1354 714 1389"><u>Audio-Visual:</u></p> <p data-bbox="470 1715 658 1749"><u>Community:</u></p>	

Materials	Continued and Additional Suggested Learning Experiences
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C 8. Cultural, economic, social, and
 O political factors determine status
 N of man's values and attitudes
 C toward his environment.
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Discipline Area Art
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 Problem Orientation Li

ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES

Cognitive: The student designs a shelter according to specific financial limitations.

Affective: The student becomes conscious of the economic implications of life.

Skills to be Learned
Architectural design
drawing

SUGGESTED LEARNING E

I. Student-Centered in class activity

A. Economic Design

1. Students will be asked to design a shelter.
2. However, they have certain limitations.
3. Students should be given a specific amount of money, possibly \$5.00 and \$5,000.00.
4. Students are then to imagine and design a shelter that would cost only \$5.00 or as much as \$5,000.00.

Art economic, social, and Discipline Area Art
 Economic determine status Subject Economic Design
 Living and attitudes Problem Orientation Living Space Grade 7-8
 onment.

ING OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
ent Recording al	I. Student-Centered in class activity A. Economic Design 1. Students will be asked to design a shelter. 2. However, they have certain limitations. 3. Students should be given a specific amount of money, possibly \$5.00 and \$5,000.00. 4. Students are then to imagine and design a shelter that would cost only \$5.00 or as much as \$5,000.00.	II. Outside Resource and Community Activities A. Students should do some research on house or shelter design.
ent the ns of d n		

Resource and Reference Materials	Continued and Additional
<p><u>Publications:</u></p> <p>"Making it in 3-D", E. Stein, <u>School Arts</u>, 71:10-13 O '71</p> <p>"Childrens Sculpture", J. W. Burgner, <u>School Arts</u>, 71:42-4 O '71</p> <p>"Creative Uses of Scrap Materials", R. G. Lervie, <u>School Arts</u>, 69:11 F '70</p> <p>110 A National Audubon Society, A Place to Live, I-C-E RMC</p> <p>110 Ca Space, a Study in Human Adaptation, Introduction to Environment, I-C-E RMC</p> <p>"Create Creativity: Designing a Victorian House using Balsa Wood", R. Guthrie, <u>School Arts</u>, 71:28-30 S '71</p>	

Audio-Visual:

Community:

onal Materials	Continued and Additional Suggested Learning Experiences
a, 71 . Burgner, l erials", , ety, C man co ng a a <u>Arts,</u>	

ESEA Title III - 59-70-0135-2 Project I-C-E

C O N C E P T	8. Cultural, economic, social, and	Discipline Area
	political factors determine status	Subject
	of man's values and attitudes	Problem Orientation
	toward his environment.	

BEHAVIORAL OBJECTIVES	SUGGESTED
<p><u>Cognitive:</u> The student will apply cartooning criteria to make a unique statement concerning his values.</p> <p><u>Affective:</u> The student will become alert to cartooning as a series of communicative art for value formation.</p>	<p>I. Student-Centered: in-class activity</p> <p>A. Political Cartooning</p> <ol style="list-style-type: none"> 1. Find & show political cartoons from newspaper. 2. Study and analyze characters and characteristics of political cartoons. 3. Students should continue their own cartoons depicting their values and attitudes. These should deal with the immediate environment or...a possible alternative may deal with the world outside of their own immediate environment.
<p><u>Skills to be Learned</u></p> <p>Drawing</p> <p>Composition</p> <p>Satire</p>	

a , economic, social, and Discipline Area Art
 factors determine status Subject Political Cartooning
 atio lues and attitudes Problem Orientation Man's Environ- Grade 7-8
 environment. ment

ED I OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
student will g criteria e statement values. student will cartooning communicative ormination.	I. Student-Centered: in class activity A. Political Cartooning 1. Find & show political cartoons from newspaper. 2. Study and analyze characters and characteristics of political cartoons. 3. Students should contrive their own cartoons depicting their values and attitudes. These should deal with their immediate environment or...a possible alternative may deal with the world outside of their own immediate environment.	II. Outside Resource and Community Activities A. Students could collect a number of political cartoons from newspapers.
earned		

Resource and Reference Materials	Continued and Additional
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Publications:

"Environment: Children explore
their school, their community,
their values." C. E. Knapp,
Instructor, 81:62-4, Jan. '62
F. '72

Audio-Visual:

Creating Cartoons

Bailey Films
6509 De Longpre Ave.
Hollywood, Calif. 90028

Community:

Materials	Continued and Additional Suggested Learning Experiences
<p> explore community, Knapp, Jan. '62 </p> <p>0028</p>	

C 9. Man has the ability to manage,
 C
 N manipulate, and change his
 C
 E environment.
 P
 T

Discipline Area
 Subject
 Problem Orientation

ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES

Cognitive: The students will design a house according to geographic requirements.
Affective: Attempts to determine the characteristics of a house constructed around predetermined conditions.

Skills to be Learned

Drawing
 Construction or sculpture using various media

SUGGESTED LEARNING ACTIVITIES

- I. Student-Centered in class activity
 - A. The geography of the land where we choose to build determines the construction of the building in which we live.
 - B. After your Social Studies session the student will choose an unusual site, hill, the side of a mountain, the sea, and design a house or building to fit it. (Outside Resources and Activities).
 - C. Depending upon material availability, this may be either as a 2-dimensional drawing project or the student can actually be constructing a miniature using materials available.
 - D. If possible use Our Man in the Environment, I-C-E RMC.
 - E. Play Man in His Environment game, I-C-E RMC.

Are s the ability to manage,
e, and change his
ient nt.

Discipline Area Art
Subject Drawing or Construction
Problem Orientation Dwellings Grade 7-8

GENERAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
The students a house ac- geographic s. Attempts to the characteristics constructed around ed conditions.	<p>I. Student-Centered in class activity</p> <p>A. The geography of the land where we choose to build determines the construction of the building in which we live.</p> <p>B. After your Social Studies session the student will choose an unusual site eg. a hill, the side of a mountain, the sea, and design a house or building to fit it. (See Outside Resources and Community Activities).</p> <p>C. Depending upon material availability, this may be done either as a 2-dimensional drawing project or the structure can actually be constructed in miniature using materials available.</p> <p>D. If possible use <u>Our Man Made Environment</u>, I-C-E RMC.</p> <p>E. <u>Play Man in His Environment</u>, game, I-C-E RMC.</p>	<p>II. Outside Resource and Community Activities</p> <p>A. Have your Social Studies teacher come in to explain how different areas of the world require different types of dwellings to suit their geographic location.</p>
e Learned on or sculpture us media		

Resource and Reference Materials	Continued and Additional
<p><u>Publications:</u> <u>Our Man Made Environment</u>, Book Seven, I-C-E RMC <u>Space, A Study in Human Adaptation</u> Introduction to Environment, I-C-E RMC</p> <p><u>Audio-Visual:</u> <u>Man in His Environment</u>, KT 4, I-C-E RMC</p> <p><u>Community:</u></p>	

ce Materials	Continued and Additional Suggested Learning Experiences
<p>ent, Book</p> <p>an Adaptation nment,</p> <p>u, KT 4,</p>	

C O N C E P T	9. Man has the ability to manage,	Disciplin
	manipulate, and change his	Subject
	environment.	Problem O

ESEA Title III - 59-70-0135-2 Project I-C-3

BEHAVIORAL OBJECTIVES	SUGGEST
<p><u>Cognitive:</u> The student will design a house according to landscape requirements.</p> <p><u>Affective:</u> The student attempts to determine the characteristics of a house construction around predetermined conditions.</p>	<p>I. Student-Centered in activity</p> <p>A. Some neighborhoods cities are built on land while others located on hills or mountains. This affects the way they are built their appearance and their usage.</p> <p>B. View drawings and graphs that illustrate buildings have been to accomodate this</p> <p>C. Think of the requirements of building a house on a steep, rocky hill</p> <p>D. Design a house to be built on a steep slope it may be made of levels, provide a way to keep it from slipping</p>
<p><u>Skills to be Learned</u></p> <p>Construction design</p> <p>Observation</p>	

ability to manage, Discipline Area Art
 and change his Subject Design
 Problem Orientation Landscapes Grade 7-8

OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
student landscape	I. Student-Centered in class activity A. Some neighborhoods and cities are built on flat land while others are located on hills or in mountains. This affects the way they are built, their appearance and their usage. B. View drawings and photographs that illustrate how buildings have been built to accomodate this problem. C. Think of the requirements of building a house on a steep, rocky hillside. D. Design a house to be built on a steep slope, it may be made of different levels, provide a means to keep it from slipping.	II. Outside Resource and Community Activities A. Invite an architect to explain the principles of good structure. B. Talk about the effects of weather upon structures built on rugged sloping land. C. Observe different structures on various landscapes in and around the community.
student fine of on ed ed n		

Resource and Reference Materials	Continued and Additional Suggested Learning
<p data-bbox="339 892 583 922"><u>Publications:</u></p> <p data-bbox="363 922 859 990">"Our Man-made Environment", 120 0 04, I-C-E RMC</p> <p data-bbox="339 1473 577 1508"><u>Audio-Visual:</u></p> <p data-bbox="326 1938 502 1973"><u>Community:</u></p>	

Continued and Additional Suggested Learning Experiences

ESEA Title III - 59-70-0135-2 Project I-C-E

C O N C E P T	9. Man has the ability to manage,	Discipline Area	Art
	manipulate, and change his	Subject	Cart
	environment.	Problem Orientation	M

BEHAVIORAL OBJECTIVES

Cognitive: The student will apply the principle of satire to a serious environmental condition through the use of a cartoon.

Affective: The student judges problems/issues of his environment and interprets them in a satirical cartoon.

Skills to be Learned
Cartooning

SUGGESTED LEARNING

- I. Student-Centered in class activity
 - A. Cartooning
 1. Note various man-made changes in the environment.
 2. After thorough investigation of a number of cartoons as found in newspapers, observing their usage as a satirical commentary, have the students develop their own cartoons depicting changes found in the environment.

Art to manage, Discipline Area Art
Cart his Subject Cartooning
n M Problem Orientation Manipulation Grade 7-8

ING SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

A. Cartooning

1. Note various man-made changes in the environment.
2. After thorough investigation of a number of cartoons as found in newspapers, observing their usage as a satirical commentary, have the students develop their own cartoons depicting changes found in the environment.

II. Outside Resource and Community Activities

- A. Collect various magazine and newspaper cartoons.
- B. Optional:
Invite Al Capp, Charlie Brown & Snoopy or Pogo to your class to explain the principles of cartooning.

Resource and Reference Materials Publications:	Continued and Additional Suggested Le
<p><u>Audio-Visual:</u> <u>Creating Cartoons</u> Bailey Films 6509 De Longpre Ave. Hollywood, Calif. 90028</p> <p><u>Community:</u></p>	

Lea	ls	Continued and Additional Suggested Learning Experiences
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C O N C E P T	9. Man has the ability to manage,	Discipline Area	Art
	manipulate, and change his	Subject	Design a
	environment.	Problem Orientation	Man's En

ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPER
<p><u>Cognitive:</u> The student will devise a new environment from existing materials.</p> <p><u>Affective:</u> The student will actively participate in manipulating the classroom environment.</p> <p><u>Skills to be Learned</u> Observation Planning Design construction</p>	<p>I. Student-Centered in class activity</p> <p>A. Utopian Experiment</p> <ol style="list-style-type: none"> 1. Look at the way life and work are organized. 2. Discuss. <ol style="list-style-type: none"> a. What is the physical set up of the room? b. Who can get the books and materials? c. What values are important in the classroom? <p>B. Remake your classroom into a community.</p> <ol style="list-style-type: none"> 1. Begin by planning a new way of using the space. 2. Try to make the environment more enjoyable. 3. Create new uses for the materials available. 4. Construct new forms of furniture and materials for the class. <p>C. May be continued by proposing new physical set up for the community, home or possibly constructing new playground equipment.</p>

ability to manage, Discipline Area Art
 n a change his Subject Design and Construction
 En Problem Orientation Man's Environment Grade 7-8

PER	IVES	SUGGESTED LEARNING EXPERIENCES	
. O	nt	I. Student-Centered in class activity	II. Outside Resource and Community Activities
Co	sting	A. Utopian Experiment	
	nt	1. Look at the way life and work are organized.	
	epate	2. Discuss.	
	c.	a. What is the physical set up of the room?	
		b. Who can get the books and materials?	
		c. What values are important in the classroom?	
		B. Remake your classroom into a community.	
		1. Begin by planning a new way of using the space.	
		2. Try to make the environment more enjoyable.	
		3. Create new uses for the materials available.	
		4. Construct new forms of furniture and materials for the class.	
		C. May be continued by proposing new physical set up for the community, home or possibly constructing new playground equipment.	

Resource and Reference Materials	Continued and Additional Sugg
<u>Publications:</u> 110 Gi - <u>Community Planning</u> <u>Handbook, I-C-E RMC</u>	

Audio-Visual:

Community:

Suggested Materials	Continued and Additional Suggested Learning Experiences
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Planning -E RMC	
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C	10. <u>Short-term economic gains may</u>	Discipline Area
O	<u>produce long-term environmental</u>	Subject
N	<u>losses.</u>	Problem Orientation
C		
E		
P		
T		

ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES

Cognitive: The students will be able to construct a "new-fangled" garment.

Affective: Students will be able to feel the need to conserve our natural resources that they would last for others to enjoy.

Skills to be learned
 Clothing design
 Solve problems
 Construction

SUGGESTED

I. Student-Centered in class activity

A. Fur Trapping

1. Discuss design - many designs come from nature. Ex. Alligator skin. Discuss how animals become extinct due to people using for making a fast but not thinking about environmental loss because of this rapid depletion of supply
 - a. What animals are becoming extinct? Why?
 - b. Why is their fur hide helping the extinction?

B. Redesign Garments

Using junk or article recycling, (instead of article from nature that has already been overmink, furs, leather skin create a new style of Ex. A pop-top vest.

Term economic gains may	Discipline Area	Art
Term environmental	Subject	Multi Media
		Short-Long
	Problem Orientation	Term Factors
		Grade 7-8

OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
Students construct garment.	I. Student-Centered in class activity A. Fur Trapping 1. Discuss design - many designs come from nature. Ex. Alligator skin. Discuss how animals become extinct due to people using them for making a fast buck, not thinking about environmental loss because of this rapid depletion of supply. a. What animals are becoming extinct? why? b. Why is their fur or hide helping their extinction?	II. Outside Resource and Community Activities A. Students could have a "collecting campaign" to help one another get things together for their new fashioned garment. They could put up a list of articles needed for the collecting station.
Students will understand the need for natural resources. They will be able to explain the need for others to		
Learned		

Resource and Reference Materials	Continued and Additional Suggested Learning
<p data-bbox="371 931 607 962"><u>Publications:</u></p> <p data-bbox="390 962 1020 1257"> "Recreating the Mediocre & the Discard", B. Stubbins, il. <u>School Arts</u>, 70:11, March '71 "Design Through Discovery", Uses natural sources as basis of design, Belvin, Marjorie Elliot "Creative Use of Scrap Materials," R. G. Lervie, <u>School Arts</u>, 69:11 Feb. 70 </p> <p data-bbox="371 1512 607 1543"><u>Audio-Visual:</u></p> <p data-bbox="371 1775 555 1805"><u>Community:</u></p>	

Learning Materials	Continued and Additional Suggested Learning Experiences
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C 10. Short-term economic gains may
 C produce long-term environmental
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FSEA Title III - 59-70-0135-2 Project I-C-E

BEHAVICRAL OBJECTIVES	SUGGESTED I
<p><u>Cognitive:</u> The student differentiates between the results of a hurriedly and painstakingly made painting.</p> <p><u>Affective:</u> The student is conscious of the value of patience in a successful painting.</p>	<p>I. Student-Centered in class activity</p> <p>A. Talk about hurried art projects. Discuss pros and cons of doing a project hurriedly with poor results or slowly with satisfactory results.</p> <p>B. Mock oil or water color painting vs. final oil or water color painting.</p> <ol style="list-style-type: none"> Students should do a pre-painting of what finished painting would be. Use same color, size and shapes, but limit time to a very short time. Students should do a painting taking time and patience. Critique the end product. Compare two works and discuss benefits of using more time but with more time results better, more satisfactory results. <p>a. Sample Questions</p> <ol style="list-style-type: none"> Which show less wasteful use of materials? Which shows more
<p><u>Skills to be Learned</u></p> <p>Students should learn oil/ acrylic painting techniques</p>	

A. term economic gains may
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Discipline Area Art
 Subject Painting
 Problem Orientation Short-Long Grade 7-8
 Term Factors

ED I AL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES
<p>The student es between the art hurriedly and pros y made yect t res sfy a successful</p>	<p>I. Student-Centered in class activity A. Talk about hurried art projects. Discuss pros and cons of doing a project hurriedly with poor results or slowly with satisfying results. B. Mock oil or water color painting vs. final oil or water color painting. 1. Students should do a pre-painting of what their finished painting would be. Use same color, size, and shapes, but limit them to a very short time. 2. Students should do final painting taking time and patience. 3. Critique the end products. Compare two works and discuss benefits of using more time but with more time reaching better, more satisfying results.</p>
<p>Learned ould learn oil/ ing techniques</p>	<p>II. Outside Resource and Community Activities A. Compare to industry and factory waste.</p> <p>a. Sample Questions 1) Which show less wasteful use of materials? 2) Which shows more (Cont.)</p>

Resource and Reference Materials	Continued and Additional Suggested L
<p data-bbox="459 917 722 952"><u>Publications:</u></p> <p data-bbox="459 952 1097 987"><u>In Quest of Cleaner Air & Water,</u></p> <p data-bbox="459 987 628 1022">I-C-E RMC</p> <p data-bbox="459 1022 1097 1080"><u>Acrylics in the Classroom,</u> J. T. Brandstader, 11, School Arts, 68:28-9, April, 1969</p> <p data-bbox="459 1080 1097 1220"><u>Painting,</u> Zaidenberg, Arthur. (practical instruction in various media)</p> <p data-bbox="459 1313 722 1347"><u>Audio-Visual:</u></p> <p data-bbox="459 1347 1097 1406"><u>Ecology - The Game of Man and Nature,</u> I-C-E RMC</p> <p data-bbox="459 1406 1097 1464"><u>Smog - The Air Pollution Game,</u> I-C-E RMC</p> <p data-bbox="459 1464 1097 1568"><u>Conservation;</u> a picture discussion kit, seven pictures, I-C-E RMC</p> <p data-bbox="459 1568 1097 1661">"Where Time is a River", color film, 18 minutes, Brown County Library</p> <p data-bbox="459 1661 1097 1766">"What Is A Painting", color film, 22 minutes, Brown County Library</p> <p data-bbox="459 1801 684 1835"><u>Community:</u></p>	<p data-bbox="1200 941 1388 976">I. (Cont.)</p> <p data-bbox="1256 976 1814 1045">2) concern of the artist for a result?</p>

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J. T.	2) concern of the artist for a successful
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C O N C E P T	11. Individual acts, duplicated or	Discipline Area
	compounded, produce significant	Subject
	environmental alterations over	Problem Orientation
	time.	

ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING ACTIVITIES
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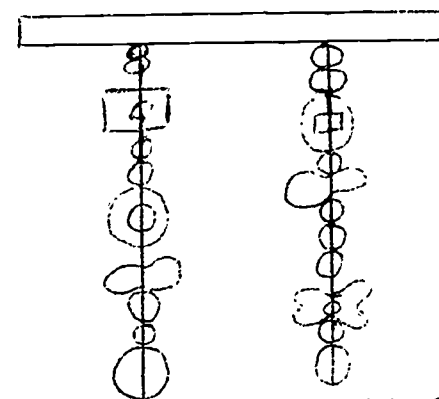
Cognitive: Through this project, the student applies the principle of combining individual parts to make a whole.

Affective: The student accepts the responsibility of individual work to develop the whole.

Skills to be learned
Balance
Clay work
Mobile construction

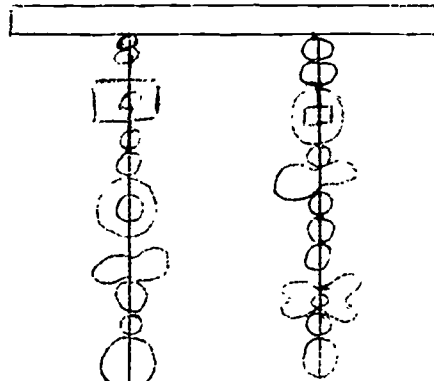
I. Student-Centered in class activity

A. Thrown clay pieces or tiles can be combined as mobile or hanging pieces.
(Wind Chimes)



At which point would the mobile/wind chime become impractical? (Can also be related to Concept #3.)

a acts, duplicated or Discipline Area Art
 produce significant Subject Ceramics
 alterations over Problem Orientation Individual Alterations Grade 7-8

LEARNING OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
<p>through this student principle of mobile parts</p> <p>student responsibility work to</p>	<p>I. Student-Centered in class activity</p> <p>A. Thrown clay pieces or tiles can be combined as mobiles or hanging pieces. (Wind Chimes)</p>  <p>At which point would the mobile/wind chime become impractical? (Can also be related to Concept #3.)</p>	<p>II. Outside Resource and Community Activities</p>

Suggested Materials	Continued and Additional Suggested Learning Experiences
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C O N C E P T	11. Individual acts, duplicated or	Discipline Area
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	environmental alterations over time.	Problem Orientation

ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES

Cognitive: Through this project, the students integrate the results of individual sculptures into a group plan.

Affective: The students accept responsibility of individual work to develop the whole.

Skills to be learned
Wire sculptures
Group planning and cooperation

SUGGESTED LEARNING

- I. Student-Centered in class activity
 - A. Each student does one simple human anatomy wire sculpture (no action poses are necessary). In groups of 5 or 6, students create scenes and settings for their sculptured figures.
 - B. Students then critique each other's projects.

a individual acts, duplicated or Discipline Area Art
ed, produce significant Subject Group Sculpture
 atio ental alterations over time. Problem Orientation Individual Alterations Grade 7-8

LEARNER OBJECTIVES	SUGGESTED LEARNING EXPERIENCES
<p>Through this activity students will be able to produce significant alterations over time.</p> <p>The students will be responsible for work to whole.</p>	<p>I. Student-Centered in class activity</p> <p>A. Each student does one simple human anatomy wire sculpture (no action poses are necessary). In groups of 5 or 6, students create scenes and settings for their sculptured figures.</p> <p>B. Students then critique end projects.</p>
<p>What have you learned?</p> <p>What are your feelings and thoughts?</p>	

Resource and Reference Materials	Continued and Additional Sug
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Publications:

- "Making it in 3-D", E. Stein,
School Arts, 71:10-13 O '71
- "Cityscapes in 3-D", M. B.
Bowman, Arts & Activities,
p. 36-37, June '71
- "Cardboard City", Mixed Media
R. R. Guthrie, il., School Arts,
68:24-25 N '68
- "Create Creativity, Designing a
Victorian House using Balsa
Wood", R. Guthrie, School Arts,
p. 28-30, Sept. '71

Audio-Visual:

- Introduction to Sculpture Methods,
B.F.A BAVI

Community:

Continued and Additional Suggested Learning Experiences

ESEA Title III - 59-70-0135-2 Project I-C-E

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11. Individual acts, duplicated or
compounded, produce significant
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BEHAVIORAL OBJECTIVES	SUGGESTED
<p><u>Cognitive:</u> Through this project, the student should comprehend the significance of the artist as an instrument of change in society.</p> <p><u>Affective:</u> The students accept the responsibility of individual work to develop the whole.</p> <p><u>Skills to be Learned</u> Research Discussion Identification of painting</p>	<p>I. Student-Centered in cl activity</p> <p>A. Art history unit - "Individual Acts Bri About Change in Desi</p> <p>1. Bauhaus School ha influenced design furniture, clothi</p> <p>2. Trace the influen designs created a Bauhaus School on used for everyday eg. Furniture, di silverware.</p>

Area	icated or	Discipline Area	<u>Art</u>
	icant	Subject	<u>Design</u>
			<u>Individual</u>
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SUGGESTED LEARNING EXPERIENCES

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| <p>n cl</p> <p>-</p> <p>Bri</p> <p>Desi</p> <p>l ha</p> <p>sign</p> <p>othi</p> <p>Fluer</p> <p>ted a</p> <p>bl on</p> <p>ryday</p> <p>e, di</p> | <p>I. Student-Centered in class activity</p> <p>A. Art history unit -</p> <p>"Individual Acts Bringing About Change in Design".</p> <p>1. Bauhaus School has influenced design of furniture, clothing, etc.</p> <p>2. Trace the influence of designs created at the Bauhaus School on designs used for everyday products. eg. Furniture, dishes, silverware.</p> | <p>II. Outside Resource and Community Activities</p> <p>A. Library - Research in art history.</p> <p>B. Visit an Art Museum to observe works of artists.</p> |
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<u>Resource and Reference Materials</u> <u>Publications:</u>	<u>Continued and Additional Suggest</u>
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Audio-Visual:

"Design in Movement" - Film
 "Man and His Environment #1"
 Slide/Tape I-C-E RMC
 "A World Is Born" - Film 220
 I-C-E RMC

Community:

Suggested	Continued and Additional Suggested Learning Experiences
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C	<u>11. Individual acts, duplicated or</u>	Discipline A
O	<u>compounded, produce significant</u>	Subject
N	<u>environmental alterations over</u>	Problem Ori
C	<u>time.</u>	
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ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES

Cognitive: Through this project, the student integrates a variety of objects to continually change the whole.

Affective: The student accepts the responsibility of individual work to develop the whole.

Skills to be Learned
Composition
 Techniques of showing light effects on objects
 Proportion

SUGGESTED

- I. Student-Centered in activity
 - A. Develop a permanent life during the course of the semester. Each student brings a few things during the semester. Display grows and changes as it becomes continually complex.
 1. Students can reorganize objects to make a statement about our society. Draw.
 2. Students can take the ugly objects and leave the beautiful vice-versa and do compositions.
 3. Students can organize balanced and unbalanced compositions.

SUGGESTED LEARNING EXPERIENCES	
I. Student-Centered in class activity	II. Outside Resource and Community Activities
<p>A. Develop a permanent still during the course of the semester. Each student brings a few things so that during the semester the display grows and changes as it becomes continually more complex.</p> <ol style="list-style-type: none"> 1. Students can reorganize objects to make a statement about our society. Draw. 2. Students can take out all of the ugly objects and leave the beautiful or vice-versa and draw. 3. Students can organize into balanced and unbalanced compositions. 	

<u>Resource and Reference Materials</u> <u>Publications:</u>	Continued and Addition
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Audio-Visual:

"Man and His Environment"

#2 Slide/Tape, I-C-E RMC

"Environmental Awareness -

Texture", KT 16, I-C-E RMC

Community:

tion | Continued and Additional Suggested Learning Experiences

C 12. Priv ownership must be
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P
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ESEA Title III - 59-70-0135 -2 Project I-C-E

BEHAVIORAL OBJECTIVES	SUGGEST
<u>Cognitive:</u> Student shall be able to grasp thought of cartoon as a serious statement. Student shall be able to produce a unique communication relating to land stewardship. <u>Affective:</u> Students become alert to other forms of communications. Students shall form judgement as <u>to responsibility to the future</u> <u>Skills to be Learned</u> Cartooning Characterization Framing Color Simplicity Camera techniques Basic Filming procedures	1. Student-Centered in activity A. Cartoon (Political) presenting crime against the land. B. Film making. Student could produce the commercial about care for today and tomorrow. C. Slides 1. Students can produce a slide from acetate slide holder and very thin piece of acetate 2. Students can draw on acetate, paste on it, paste on it and put the old slide 3. Each slide shows students interest of how "private" ship means stewardship to them. (Con't)

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Discipline Area Art

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others.

Problem Orientation Convincing People Grade 7&8

SUGGESTED LEARNING EXPERIENCES	SUGGESTED LEARNING EXPERIENCES																
<p>in all t of tica ate- ime able and. muni- Stu the out y are ts an p om a er a piec an d , pa te, d put ide sho nter ivat ste</p>	<table><tr><td>I. Student-Centered in class activity</td><td>II. Outside Resource and Community Activities</td></tr><tr><td>A. Cartoon (Political type) presenting crime abuses against the land.</td><td>Collect examples of cartoons to be brought to class for discussion.</td></tr><tr><td>B. Film making. Students could produce their own commercial about land care for today and tomorrow.</td><td>View television commercial and list techniques and approaches used in the most effective ones.</td></tr><tr><td>C. Slides</td><td>Take a trip to a local television station.</td></tr><tr><td>1. Students can produce a slide from an old slide holder and a very thin piece of acetate</td><td></td></tr><tr><td>2. Students can draw on acetate, paint on it, paste, cut out on it and put into the old slide holder..</td><td></td></tr><tr><td>3. Each slide should be students interpretaion of how "private ownership means stewardship" to them.</td><td></td></tr><tr><td>(Con't)</td><td></td></tr></table>	I. Student-Centered in class activity	II. Outside Resource and Community Activities	A. Cartoon (Political type) presenting crime abuses against the land.	Collect examples of cartoons to be brought to class for discussion.	B. Film making. Students could produce their own commercial about land care for today and tomorrow.	View television commercial and list techniques and approaches used in the most effective ones.	C. Slides	Take a trip to a local television station.	1. Students can produce a slide from an old slide holder and a very thin piece of acetate		2. Students can draw on acetate, paint on it, paste, cut out on it and put into the old slide holder..		3. Each slide should be students interpretaion of how "private ownership means stewardship" to them.		(Con't)	
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3. Each slide should be students interpretaion of how "private ownership means stewardship" to them.																	
(Con't)																	

Resource and Reference Materials	Continued and Additional
<u>Publications:</u> <u>The Dream of Icarus</u> , Coutts, Kenneth & Smith "Handmade Slides: Whetstone for Perceptual Acuity", E. Scott, <u>Arts and Activities</u> , p. 30-1, April '72 <u>Future Shock</u> , Alvin Toffler I-C-E RMC "Creative Photography Without Film", Richard Lotta, <u>Design</u> p. 28-29 Summer '72 "Anyone Can Make a Filmstrip" R. Grillote, <u>School Arts</u> , p. 12-13 Dec. '69 "Elementary Filmmaking" J. Burrnet, <u>School Arts</u> , 69:20-3 F '70 "Photography Workshop Excites Youngsters", <u>School Arts</u> , April 72 p. 52 <u>Audio-Visual:</u> <u>Children as Film Makers</u> <u>Teaching Film Animation +</u> <u>Children</u> <u>Ecology: The Game of Man &</u> <u>Nature</u> <u>Garbage</u> , (film 60) I-C-E RMC <u>The Young Art Children Make Their</u> <u>Own Films</u> , <u>Let's Make a Film</u> , Available from Nostrand Reinhold Film Library 450 W. 33'd St. New York, N.Y. 10001	(Con't from I. C.) 4. Ex. If students own p it is important to ta train the animal so t to others. 5. Explain to students t because you won somet your benefit. You ha

Materials	Continued and Additional Suggested Learning Experiences
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(Con't from I. C.)

4. Ex. If students own pets they can illustrate why it is important to take care of the animal and train the animal so that it will not be offensive to others.
5. Explain to students that stewardship means that because you won something it is not primarily for your benefit. You have a responsibility to society.

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12. Private ownership must be
regarded as a stewardship and should
not encroach upon or violate the
individual right of others.

Discipline Area
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BEHAVIORAL OBJECTIVES		SUGGESTED
ESEA Title III - 59-70-0135-2 Project I-C-E	Cognitive: The student will be able to design and construct a house according to specific problems and situation and also illustrate comprehension of past civilizations in relation to land.	I. Student-Centered in activity A. Expandable House 1. Students should a house to expand the future. 2. They should consider land use, space, relation and their neighbors. 3. They could then actually build a house out of cardboard, shoe boxes
	Affective: Student will be able to form judgments as to responsibility to the future and acquaint himself with past human/land relationship.	B. History 1. Through the story told by art of discover whether civilizations of past - Roman, Egyptian - were good 2. How did they feel the land? 3. The rights of others 4. Students do a research compile sketch.
	Skills to be Learned Space design Cardboard construction Sketching	